

REPORT

OF THE

COMMITTEE

Appointed to Enquire into the Condition of the Schools Attended by French-Speaking Pupils

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



ONTARIO

TORONTO
...d and Published by the Printer to the King's Most Excellent Majesty
1927

REPORT

OF THE

COMMITTEE

Appointed to Enquire into the Condition of the Schools Attended by French-Speaking Pupils

PRINTED BY ORDER OF
THE LEGISLATIVE ASSEMBLY OF ONTARIO



ONTARIO

TORONTO
Printed and Published by the Printer to the King's Most Excellent Majesty
1927


PRODUCED BY
The
United Press
LIMITED
TORONTO
CANADA

TORONTO, August 26th, 1927.

THE HONOURABLE G. H. FERGUSON, B.A., LL.D.,
Minister of Education for Ontario.

SIR,—In compliance with the directions contained in your letter of October 21st, 1925, we have investigated the conditions in the schools of the Province attended by pupils who speak the French language and in which French is a subject of study or used as a medium of communication and instruction.

We have the honour to submit herewith our Report.

F. W. MERCHANT, *Chairman.*
J. H. SCOTT.
LOUIS COTÉ.

CONTENTS

APPENDICES

I.—INTRODUCTION

We met for organization and preliminary discussion of plans at Ottawa on November 11th, 1925. In accordance with your letter of direction, quoted in Appendix A, page 37, we were instructed to investigate three definite problems, viz.:

1. The efficiency of the schools of the Province in which the French language is taught and used as a medium of instruction and communication.

2. The various agencies and conditions designed to promote the efficiency of these schools.

3. Plans to secure a constant supply of well-qualified teachers.

It was decided to investigate each of these three questions in the order named.

We had before us a complete list of the schools in which French is taught and used as a language of communication. This list is given in Appendix N, pages 140-149, of this Report. It was compiled from the records of the Department and from the reports of the Inspectors of the schools in the areas where the French language is spoken. The schools are arranged in the list according to the inspectorates in which they are placed under the present Departmental assignment. In the case of the rural schools, the township and number of the school section, and, in the case of both rural and urban schools, the number of classrooms are given.

We found that, under the present system of organization for purposes of inspection, the schools listed fall into two classes, viz.:

(1) Public and Separate schools under the supervision of special inspectors known as English-French School Inspectors. It is to these inspectors that Instructions 17 are directed.

(2) Public and Separate schools which remain under the regular County, District, or Separate School Inspectors, but in which provision has been made for the teaching of French.

The number of schools and classrooms in each of these two classes is given in the following table. For convenience of reference the schools are divided into five groups according to their geographical location, as follows: (1) the schools of the Counties of Essex and Kent; (2) the schools of the City of Ottawa; (3) the schools of the Counties of Prescott and Russell; (4) the schools of the Counties of Carleton, Dundas, Stormont, Glengarry, Renfrew, Simcoe; (5) the schools of the Districts.

NUMBER OF SCHOOLS IN WHICH FRENCH IS TAUGHT

	Class I (English-French Schools)		Class II (Ordinary Public and Separate Schools in which French is taught.)	
	No. of Schools	No. of Classrooms	No. of Schools	No. of Classrooms
R.C.S.S.—Essex and Kent	33	90	5	11
P.S.—Essex and Kent	...	...	15	20
R.C.S.S.—Ottawa	19	146	...	...
R.C.S.S.—Prescott and Russell	100	198	12	13
P.S.—Prescott and Russell	...	...	23	30
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont	17	37	24	63
P.S.—Glengarry, Simcoe	...	...	8	9
R.C.S.S.—Districts	58	144	79	165
P.S.—Districts	40	41	17	17
Total	267	656	183	328

It will be noted from this table that out of a total number of 450 schools and 984 classrooms, attended by French-speaking children, 59 per cent. of the schools and 67 per cent. of the classrooms belong to Class I, and 41 per cent. of the schools and 33 per cent. of the classrooms to Class II.

II.—ENQUIRY INTO THE EFFICIENCY OF THE SCHOOLS

It was decided to begin the inspection of schools in Essex and Kent Counties, to proceed next to the City of Ottawa and the Counties of Eastern Ontario, and to conclude the investigation in the Districts of Northern Ontario. The examination of schools began on November 23rd, 1925, and continued without interruption, except for the school holidays, until the close of the school term in June, 1927. The date of the inspection of the individual schools will be found in the Appendix in the list of schools referred to above.

We were present and took part in the inspection at the schools in all the large centres and at a considerable number of typical rural schools. The secretaries appointed by you to assist the Board, in accordance with your letter to the Chairman (Appendix A, page 37), conducted the examination at most of the rural schools. We were at all times in close touch with the examination through detailed reports of the condition of each individual school and through constant and systematic revision of the results of the written tests conducted in each.

The following table gives the number of schools and classrooms visited during the course of the investigation in each of the groups listed in the preceding table. It may be noted that the number visited comprises 73 per cent. of the total number of schools and 86 per cent. of the total number of classrooms in

the Province in which French is taught. All the schools in the City of Ottawa and the County of Essex, all but three or four in the counties of Eastern Ontario, which could not be reached on account of bad roads, and a large proportion of those in the Districts of Northern Ontario were visited and inspected. In the cases of those not visited in the Districts, we were assured that the schools presented no features that were not present in the schools selected for examination.

NUMBER OF SCHOOLS AND CLASSROOMS VISITED

	Class I (English-French Schools)		Class II (Ordinary Public and Separate Schools in which French is taught)	
	No. of Schools Visited	No. of Classrooms	No. of Schools Visited	No. of Classrooms
R.C.S.S.—Essex and Kent	33	90	5	11
P.S.—Essex and Kent	...	...	13	17
R.C.S.S.—Ottawa	19	146	...	...
R.C.S.S.—Prescott and Russell	96	195	12	13
P.S.—Prescott and Russell	...	.....	22	29
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont	14	34	18	55
P.S.—Glengarry	...	...	2	2
R.C.S.S.—Districts	35	108	40	120
P.S.—Districts	18	20	3	3
Total	215	593	115	250

Grand Total: Schools, 330; classrooms, 843.

In the course of the enquiry a careful study was made to ascertain as accurately as possible two important factors in the condition of the schools: (1) the proficiency of the pupils in the various subjects of study; and (2) the general standing of the schools as indicated by (a) the relative number of pupils in the different forms as compared with other classes of schools in the Province, and (b) the ages of the pupils in the various forms as compared with the ages of pupils in corresponding forms in other classes of schools. Each of these two factors will be considered in turn.

(1) The Efficiency of the Schools as Determined by the Proficiency of the Pupils

(a) Character of the Tests

The standing of the pupils in the various school subjects was ascertained by a variety of oral and written tests. The general character of these tests will be indicated by the following summary:

English

(*a*) English Conversation with pupils of Form I. This consisted usually of testing the pupils' ability to use the names of familiar objects, actions, and qualities, and a few relational words.

(*b*) Reading in the senior grade of Form I. Only material that had been previously covered by the pupils was used.

(*c*) Reading in Forms II, III, IV, and V, accompanied by oral tests in comprehension of the matter read.

(*d*) Oral tests in Composition and written tests in Spelling in the senior grade of Form II.

(*e*) Written tests in Composition in Forms III, IV, and V. For this purpose short stories for reproduction were used in Forms III and IV and themes in Form V.

(*f*) Written tests in comprehension in Form IV where such tests appeared to be necessary.

French

(*a*) Oral tests in Reading and Comprehension in all Forms.

(*b*) Oral tests in Composition and written tests in Spelling in Form II.

(*c*) Written tests in Composition in Forms III, IV, and V. Reproduction stories were used in Forms III and IV, and themes in Form V.

Arithmetic

(*a*) Oral tests in Form I.

(*b*) Written tests in Forms II, III, IV, and V. In Form V a written test in Algebra was sometimes substituted for the Arithmetic.

History and Geography

Oral tests in Forms IV and V.

Writing

Examination of the Writing of pupils in Forms II, III, IV, and V, as shown in their written exercises.

Special Work

Estimation of special exercises in Art, Music, Physical Training, or Commercial Work which the teacher of any Form desired to present.

The tests in all departments were purposely made easy for the grade of the pupils examined. Every precaution was taken not to confuse the pupils by questions beyond their comprehension, but rather to determine by easy, graded, progressive tests the limits of their knowledge and training.

(b) Grading of Pupils' Work

The results of the tests were estimated by grading as follows: 1. Excellent; 2. Good; 3. Fair; 4. Poor; 0. No Ability. The tables given in the Appendix contain a complete statement of the results of the tests for individual schools in each subject examined. In these tables the grading is given by Forms, which in the case of urban schools often included several classes. Where the

grading is designated 1-2, 2-3, etc., the general average of the Form lies between excellent and good, good and fair, etc. A grading 4-0 means that the ability of the class ranged from poor to nothing at all.

On account of the simplicity of the tests applied, only a grading of 2-3 or higher may be regarded as satisfactory in any subject. A grading of 3 is barely passable.

Standing in English Reading

The grading of the pupils in English Reading in the various schools will be found in Tables 1-11, Appendix B, pages 38-48. An analysis of these tables will show that in approximately 30 per cent. of the schools the work is satisfactory, and in 70 per cent. of the schools unsatisfactory. For this very low standing, as a whole, the schools of Prescott and Russell are largely responsible. In these counties the reading of at least 90 per cent. of the pupils is below a reasonable standard. Articulation and pronunciation are inaccurate, expression is poor, and understanding of what is read is meagre. A similar criticism may be made in respect to a large number of schools in other areas visited. On the other hand, there are schools in Essex and Kent, in Ottawa, and in the Districts where the English reading is quite the equal of the average English school of similar type. In these schools the teachers are training the pupils to articulate and pronounce distinctly, to understand what they read, and to read expressively. Special mention should be made in this connection of the creditable work of R.C.S.S. 3, Tilbury East, and P.S. 1, Hanmer, both of which are one-roomed schools in purely French-speaking communities. Good results in graded schools were found in R.C.S.S. 2, 5, 8, Anderdon; R.C.S.S. 8, 20, Anderdon and Colchester; R.C.S.S. 1, Merritt (Espanola); in the senior room of R.C.S.S. 3 Dover; and in the Ste. Anne school in Ottawa.

Standing in Oral English

The standing of the schools with reference to the ability to speak English is indicated in Tables 1-14, Appendix C, pages 49-68, The statistics there will reveal striking variations in the different areas of the Province. In Essex and Kent, in Ottawa, and in certain centres in the Districts, where many of the French-speaking pupils have more or less contact with English outside of school, and where the school instruction is made effective, the standing in oral English is quite creditable. In Prescott and Russell, where many communities are almost exclusively French-speaking, the ability of the pupils in English is on the whole very low.

In Form I, about 36 per cent. of all the schools were graded as satisfactory and 64 per cent. as unsatisfactory in English conversation. It has been already pointed out that the examiners did not exact an unduly high standard of English in this Form. Usually the pupils were required to name and point out common objects and qualities, to perform familiar actions, and to express themselves in short sentences. Yet, within this limited field, it was found that in the great majority of the schools the pupils have been very poorly trained. Frequently pupils who had been two or three years in school were found to know nothing in English beyond the names of a few objects in the classroom.

Some years ago the Department of Education prepared a book for the use of teachers, "A Manual on Teaching English to French-speaking Children." It was distributed free of cost among the schools, and teachers-in-training at the model schools have always been supplied with it. The manual gives definite suggestions for teaching English to beginners, and outlines the material to be

covered and the method to be used during the first two years of the school course. There was little evidence in many of the schools of any systematic use of this book, and in most cases the pupils had not been carried beyond the first four or five lessons outlined.

Notwithstanding the general lack of efficient instruction in elementary English, there was in many schools evidence of very careful training in this field. All of those doing good work cannot be enumerated here, but, as examples of schools in exclusively French communities giving training of high grade in English conversation, the following should be mentioned: Roman Catholic Separate Schools 2, 5, 8 Anderdon, 7 Dover, 9, 14 Rochester and Tilbury North, 8 Sandwich West, 3 Tilbury East, and 4 Ferris.

In Form II the ability in oral English was graded considerably lower than in Form I. Approximately 20 per cent. of the schools showed satisfactory results and 80 per cent. unsatisfactory results in this Form. This was apparently due to the fact that many teachers appear to be unable to carry the pupils beyond the elementary work suitable for Form I. The work that is being done in Form II is often merely a repetition, not an extension, of that of the preceding Form. The pupils in many schools are not being trained in connected expression of their ideas, so that, while they may be able to reply to simple questions, they are unable to maintain a continuous conversation or to reproduce a simple story.

In grading the pupils' ability to speak English in the last year at school, the schools were divided into four classes, viz.:—

A—Those schools in which the pupils could speak English satisfactorily.

B—Those in which the pupils could speak English, but with limited vocabulary and many mistakes.

C—Those in which the pupils could answer in English simple questions relating to their school work, but could not maintain a continuous conversation or organize their speech in a connected way.

D—Those in which the pupils had no ability to speak English.

Only the first of these four classes of schools can be regarded as giving a satisfactory education in oral English.

In the summary of results as given in Tables 10 and 14, Appendix C, pages 64 and 68, it will be noted that approximately 35 per cent. of all the schools are placed in class A, 15 per cent. in class B, 15 per cent. in class C, and 35 per cent. in class D. This means that, in about one-third of the schools, the pupils in the highest class can speak English satisfactorily; in another third of the schools, the pupils can speak English to some extent but very imperfectly; and in another third of the schools, the pupils cannot speak English at all. Good records in this respect were found in the Roman Catholic Separate Schools and Public Schools of Essex and Kent, 43 of which were graded A, and 7 were graded B; and in the Roman Catholic Separate Schools of Ottawa, 14 of which were graded A, and 5 were graded B. In most of the larger centres in the Districts, e.g., North Bay, Sudbury, Sault Ste. Marie, Blind River, Espanola (1 Merritt), Cobalt, Haileybury, New Liskeard, Iroquois Falls, Ansonville (4 Calvert), Hearst, and Kapuskasing (1 O'Brien) the schools were graded A.

On the other hand, the standing of the schools of Prescott and Russell in the ability to use oral English is very low. In only six schools, four Public and two Separate, were the pupils in the highest class able to speak English with any facility. In six schools, four Public and two Separate, the pupils

could speak English but with limited vocabulary and many mistakes. In 33 schools, 4 Public and 29 Separate, they could answer simple questions in English on school work but could not maintain a continuous conversation. In 84 schools, 10 Public and 74 Separate, more than 60 per cent. of the schools of the two counties, the pupils in the highest class could not speak English.

Standing in Written English

The tests in written English included, as already stated, spelling in Form II, the reproduction of short stories in Forms III and IV, and compositions on simple themes in Form V. The grading of the schools is indicated in Tables 1-14, Appendix C, pages 49-68.

The results of the tests in Spelling in Form II show that in about 29 per cent. of the schools the work was satisfactory, and in 71 per cent. unsatisfactory. The best record was made in Essex and Kent, where 60 per cent. of the Form II classes spell well, and the poorest record was made in the schools of Prescott and Russell, where only 6 per cent. were up to the required standard.

Of the classes in Form III, about 16 per cent. were graded 2-3 or better, and 84 per cent. lower. Fifty Third Classes, or 17 per cent. of the total number in all the schools, could not write a short easy story told by the examiner. Of these, 44 were in the counties of Prescott and Russell, constituting 35 per cent. of the schools there. Only three Third Forms, or slightly over 2 per cent. of the total, had an adequate standard of proficiency in these two counties.

In the grading in written English Composition in Forms IV and V, the examiners arranged the pupils' work in six classes, viz.: A, excellent; B, good; C, fair; D, poor; E, very poor; and F, zero. Classes A and B include all the pupils who wrote satisfactorily; Class C, those who wrote with a few mistakes; Class D, those who wrote with many mistakes; Class E, those who were able to write a little but very badly; and Class F, those who could not write at all. Of 2,641 pupils examined in Form IV, 826 or 31 per cent. were graded A or B, 653 or 25 per cent. C, 681 or 26 per cent. D, 206 or 8 per cent. E, and 275 or 10 per cent. F. In Form V, 28 per cent. of the pupils wrote satis factorily; 28 per cent. wrote with a few mistakes; 32 per cent. wrote with many mistakes; 11 per cent. wrote very badly; and 1 per cent. could not write.

The best work in written English in Forms IV and V was found in Essex and Kent and in the Districts. In the former 53 per cent. and in the latter 42 per cent. of the pupils reached an adequate standard. The poorest results were in Prescott and Russell, where only 6 per cent. of the pupils in Forms IV and V have attained a reasonable facility in writing English and where 30 per cent. cannot write at all.

In most of the larger centres, where French-speaking pupils have some contact with English outside the school and where the school instruction is made effective, the results in written English were in the average good. This is true of such places as Belle River, Ford, Riverside, Tecumseh, Tilbury, Vankleek Hill, Bonfield, Mattawa, North Bay, Sudbury, Espanola (1 Merritt), Blind River, Sault Ste. Marie, Timmins, Iroquois Falls, Ansonville (4 Calvert), Kapuskasing (1 O'Brien), and Hearst. It is also true of several rural sections with a fair admixture of English-speaking pupils. Among the schools that are located in exclusively French-speaking areas, R.C.S.S. 2, 5, 8 Anderdon, R.C. S.S. 1 Tilbury North, and P.S. 1 Hanmer stand out as the best in written English.

Standing in French Reading

The grading in French Reading will be found in Tables 1-11, Appendix D, pages 69-78. These indicate that French Reading is satisfactory in 35 per cent. and unsatisfactory in 65 per cent. of the schools. The highest average efficiency is found in the schools of Ottawa, where the reading is graded 2-3 or better in all the classes. The lowest average occurs in Prescott and Russell, where the pupils in only 25 per cent. of the schools read French with facility. The common faults are similar to those shown in the English reading—slow recognition of words, inaccurate pronunciation, inadequate understanding of the meaning, and expressionless utterance. While this is true of the great majority of the schools, there are several conspicuous exceptions. Among the one-roomed schools, good French reading was found in R.C.S.S. 3 Tilbury East, and P.S. 1 Hanmer; and among the smaller graded schools in R.C.S.S. 2, 5, 8 Anderdon, and in the senior room of R.C.S.S. 3 Dover. In Ottawa the outstanding schools in French reading are Ste. Anne, St. Rosaire, and Youville.

Standing in Oral French

The results of the tests in French oral composition are given in Tables 1-14, Appendix E, pages 79-97. These tables will show that in 33 per cent. of the schools the pupils of Form II were able to express themselves in French with satisfactory freedom and accuracy for that grade. The pupils in the highest class in 87 per cent. of the schools are able to speak French with facility. In practically all of the remaining 13 per cent., many of which are in Essex, the pupils can speak French but with limited vocabulary and many mistakes. In only two of the schools visited was the ability of the pupils in the last year of school limited to the answering of simple questions without any power of sustained conversation. The city of Ottawa had the best record for spoken French.

Standing in Written French

On the whole the standing of the schools in written French as shown in Tables 1-14, Appendix E, pages 79-97, is distinctly disappointing. In Spelling in Form II, 35 per cent. of the classes were graded 2-3 or better and 65 per cent. lower than that. In Form III only 9 per cent. of the classes write French with sufficient freedom for the grade. The low standing in these forms was not confined to a few groups of schools, but was fairly general over all the areas. The city of Ottawa has a somewhat higher average, and the counties of Essex and Kent a somewhat lower average than the others.

In Forms IV and V the written compositions of the pupils were graded in six classes as in the case of the English Composition. Of 2,397 pupils examined in Form IV, 640 pupils or 27 per cent. wrote with adequate facility and accuracy; 484 or 20 per cent. wrote with several mistakes; 773 or 32 per cent. wrote with many mistakes; 416 or 17 per cent. wrote very poorly; and 84 or 4 per cent. could not write French at all.

In Form V the record was considerably better. Of 382 pupils examined, 161 pupils or 42 per cent. wrote satisfactorily; 125 or 33 per cent. wrote with several mistakes; 68 or 18 per cent. wrote with many mistakes; 20 or 5 per cent. wrote very badly; and 8 or 2 per cent. could not write.

It must be said that, in the main, the training given in the schools in the writing of French is inefficient. The records are poor in Essex and Kent, in Prescott and Russell, in Carleton, Dundas, Glengarry, and Stormont, and in

the Districts. There are, however, many individual schools in which the work in this regard is highly creditable. In several of the Ottawa schools—Brébeuf, Duhamel, Ste. Anne, St. Conrad, St. Rosaire, and Youville—the average is good. It is also satisfactory in Casselman, the Sacred Heart School at Hawkesbury, the Sacred Heart School at Rockland, Form IV girls in R.C.S.S. 6 Russell (Embrun), R.C.S.S. 10 Alfred (Alfred Village), R.C.S.S. 1 Field, R.C.S.S. Sudbury, and R.C.S.S. 1 O'Brien (Kapuskasing).

Proficiency in both English and French

While the number of schools which presented a satisfactory standard of proficiency in both French and English is not large, yet the number is sufficient to indicate the possibility of attaining this end. Proficiency in the use of one language is assuredly no barrier to securing equal proficiency in the other if proper methods of organization and instruction are followed. Schools of all types were found in which French and English were used with apparently equal facility, one-roomed schools in rural communities, two, three, and four-roomed schools in small villages, and large graded schools in the cities and towns. Many were found in mixed communities, and several in purely French-speaking communities. Conspicuous for their ability in the use of both languages were P.S. 1 Hanmer and R.C.S.S. 8 Sandwich West, among the one-roomed schools; R.C.S.S. 2, 5, 8 Anderdon, and R.C.S.S. 12 Roxborough among the smaller graded schools; and R.C.S.S. 1 O'Brien (Kapuskasing), R.C.S.S. Sudbury and the Ste. Anne School in Ottawa among the large graded schools.

Standing in Arithmetic

The grading of the schools in Arithmetic is given in Tables 1-13, Appendix F, pages 98-109. The best results in this subject were found in Ottawa, where the work was satisfactory in 76 per cent. of the classes, and in Essex and Kent, where it was satisfactory in 56 per cent. of the classes. Taking into consideration all the schools, we found work of an adequate standard in only 35 per cent. of the classes. On the whole, the pupils are not well drilled in the fundamentals of arithmetic. When asked to add or subtract, the majority of the pupils in the lower Forms showed a tendency to count on their fingers instead of responding instantly and automatically to the various number combinations. Pupils in the Second and Third Forms were usually slow and inaccurate in mechanical work, showing that they had not mastered the addition or the multiplication tables. Pupils in the higher Forms exhibited a lack of accuracy and rapidity in the solution of easy practical problems involving familiar operations. This was not due to any lack of familiarity with the language used, for the problems were submitted either in English or in French according to the preference of the teacher and the pupils themselves. In a few schools, however, good work in arithmetic, showing careful training in the fundamental processes and in accuracy and rapidity in computation, was found in all the classes. The following schools are deserving of special mention in this connection: Roman Catholic Separate Schools 11 Anderdon, 1 Maidstone, 3 Dover, 3 Tilbury East, 10, 11 Tilbury North and Rochester, 15 Cumberland, 4 Ferris, and in Public School 10 Caledonia.

Standing in History and Geography

The pupils in Forms IV and V were examined orally in History and Geography in topics that had been previously covered. The language used in the examination was either English or French as preferred by the teacher. Usually the topics were selected from Canadian history (though occasionally from British) and from the geography of Canada and the British Empire. In the field covered, the knowledge of the pupils was found to be satisfactory in approximately half of the schools. In the great majority of the rural schools it was found that the knowledge of history was limited to the early period of discovery and exploration in Canada, and that the knowledge of geography did not extend beyond the physical and commercial geography of Canada. In the graded urban schools the field covered in both subjects was usually wider and the knowledge more extended. Good work in both subjects was found in Roman Catholic Separate Schools 8, 20 Anderdon and Colchester, 4 Sandwich West, 8 Sandwich West, 4 Ferris, 1 Merritt (Espanola), in Belle River, in Ford, and in the Duhamel and St. Jean Baptiste schools in Ottawa.

The grading in History and Geography will be found in Tables 1-15, Appendix F, pages 98-111.

Standing in Writing

The writing of the pupils was satisfactory in approximately 60 per cent. of the schools. So many of the schools presented neat, legible work in writing that it is impossible to specify them all, but those showing the highest all around excellence were R.C.S.S. 3 Dover, R.C.S.S. 7 Dover, P.S. 4 Dover, and the Sacred Heart School in Hawkesbury. Tables 1-16, Appendix F, pages 98-111, give the grading in this subject.

(2) The Efficiency of the Schools as Determined by the number of Pupils in each Grade

In each school visited, the examiners secured a statement of the enrolled attendance for each Form. A summary of these statistics is given in Tables 1 and 2, Appendix G, page 112. Table 2, Appendix G, page 112, shows the percentage of the whole attendance that each Form includes in each of the several groups of schools. To permit comparisons, the percentages for all the rural public and separate schools and urban public and separate schools, calculated from the latest available statistics are also appended. Comparisons may fairly be made between the percentages in the various Forms in all the urban public and separate schools of the Province and the percentages in the same Forms in the separate schools of Ottawa. Similarly, comparisons may also be made between the rural public and separate schools of the Province and the other schools in which French is taught. The latter group includes all the urban centres outside of Ottawa, and the figures should therefore be somewhat more favourable than they would be if they related entirely to rural schools.

An examination of these Tables will reveal the following facts:

(1) In the schools of Ottawa approximately 44 per cent. of the pupils are in Form I, 30 per cent. in Form II, 15 per cent. in Form III, 8 per cent. in Form IV, 3 per cent. in Form V. Form V may be neglected in making comparisons

because most of the pupils of this grade are in secondary schools. The figures for all the urban public and separate schools are approximately 34 per cent. for Form I, 18 per cent. for Form II, 26 per cent. for Form III, 21 per cent. for Form IV and 1 per cent. for Form V. Comparisons will show that in Ottawa the percentages of pupils in Forms I and II are much higher than those of all the urban schools of the Province, and the percentages for Forms III and IV much lower. In Ottawa three-quarters of all the pupils are in the two lower Forms, and one-quarter in the two higher; in all the urban centres slightly more than half the pupils are in Forms I and II and slightly less than half in Forms III and IV. Assuming that approximately one-quarter of all the pupils should be in Form IV, it is evident that 84 per cent. of all the pupils in the urban schools of the Province complete the elementary school course, while in Ottawa only 32 per cent. complete the course. In other words, more than two-thirds of the pupils in Ottawa do not reach Form IV. It is only fair to say that we are informed that in Ottawa a number of pupils who reach the standing of the Third and Fourth Forms are in attendance in other educational institutions such as Ottawa College, Rideau Street Convent, Gloucester Street Convent, Christian Brothers' Academy and other institutions. We had also evidence to show that in other parts of the Province pupils were in attendance at residential schools. We had no means, however, of determining the actual numbers of pupils in attendance at such schools.

(2) In all the schools outside of Ottawa in which French is taught, approximately 47 per cent. of the pupils are in Form I, 24 per cent. in Form II, 18 per cent. in Form III, 10 per cent. in Form IV, and 1 per cent. in Form V. In all the rural schools of the Province, public and separate, the figures are approximately 37 per cent. for Form I, 19 per cent. for Form II, 23 per cent. for Form III, 20 per cent. for Form IV, 1 per cent. for Form V. Again comparisons are unfavourable to the schools in which French is taught. There are too many pupils (71 per cent.) in Forms I and II and too few pupils (28 per cent.) in Forms III and IV. In all the rural schools of the Province the division is 56 per cent. for Forms I and II, and 43 per cent. for Forms III and IV. In the schools attended by French-speaking children, only 40 per cent. reach Form IV, while in all the rural schools 80 per cent. reach that Form.

It will be at once acknowledged that one of the factors determining the efficiency of a school is the proportion of the pupils who complete the course. Judged by this standard these schools leave much to be desired.

(3) The Efficiency of the Schools as Determined by the Age of the Pupils in each Form.

Statistics regarding the ages of the pupils in the various Forms of the schools attended by French-speaking pupils will be found in Tables 1 and 2, Appendix H, pages 114-118. To permit comparisons similar statistics for the rural and urban public and separate schools are submitted in the same Tables. An analysis of these Tables will show that there are no striking differences between the average ages of the French-speaking pupils in the various Forms in the schools and the average ages of the pupils in corresponding Forms in all the rural and urban public and separate schools.

The following comparative Tables show the average age of the pupils in the different Forms:

Average Age of Pupils

	All Urban Public and Separate Schools	French Schools in Ottawa
Form I	7.31 years	7.77 years
Form II	9.54 "	10.73 "
Form III	11.24 "	12.70 "
Form IV	13.00 "	13.61 "

	All Rural Public and Separate Schools	All French Schools except Ottawa
Form I	7.57 years	7.64 years
Form II	9.85 "	10.56 "
Form III	11.42 "	11.71 "
Form IV	13.09 "	13.28 "

It will be observed that the average age of the French-speaking pupils is slightly higher than the average for the corresponding Forms in all the provincial schools. The greatest variation is in the Second and Third Forms in Ottawa, where the average age of the pupils is a little more than a year higher than in the corresponding Forms in the Province as a whole. These slight variations may be easily accounted for by the fact that French-speaking pupils require a somewhat longer time to complete the elementary course because of the additional language which they have to acquire. On the whole it may safely be said that there are no more "over-age" pupils in the schools in which French is taught than in the other schools of the Province of similar grade.

III.—AGENCIES AND CONDITIONS AFFECTING THE EFFICIENCY OF THE SCHOOLS

The agencies and conditions for the promotion of efficiency may be divided into two classes, which may be designated as (1) personal and (2) impersonal.

The personal agencies include teachers, inspectors, and school boards. To a very large extent the efficiency of the school depends upon the professional and personal qualifications of the teacher, his ability to teach and manage children, and his energy and enthusiasm in the work. Next in importance is the influence of the inspector through the encouragement, counsel, and inspiration that he imparts to the teachers under his supervision. Of great importance, too, is the attitude of school boards in providing, so far as lies within their power, the conditions under which the best training may be given to the children.

The impersonal agencies and conditions for the promotion of efficiency include the Statutes and Regulations which determine the course of study, the organization of schools, the time given to subjects of instruction, the language of instruction, the character of the text-books, etc.

Both of these types of agencies were examined with a view of (1) reporting upon the present situation, and (2) suggesting means of improving the existing conditions in the schools.

A.—Present Conditions

(1) Qualifications of Teachers

Tables 1 and 2, Appendix I, page 119, summarize the qualifications of the teachers. The certificates held are of considerable variety, and it will be well to explain what they mean. The highest certificate of qualification

for the elementary school is the First Class, obtained by a year's attendance in the First Class course at a provincial Normal School, or, under certain conditions by a year's attendance at the College of Education. A Second Class certificate is also obtained by a year's attendance at a Normal School in the Second Class course. Both the First and Second Class are interim certificates upon graduation from the Normal School, but up to the present time have been made permanent after two years' successful experience certified to by an Inspector. English-French certificates, Grades B and C, are valid for five and three years respectively after an attendance of one year in the professional course at an English-French Model School. The difference in the grades B and C is due to a difference in the academic standing of the pupil on admission to the training course. Grade B candidates have a standing equivalent to the Lower School, or two years' High School training; Grade C candidates have a standing approximating the first year of the High School course. English-French Grade B and Grade C certificates have also been issued to those students with proper academic attainments who have attended two sessions at a summer Model School. English-French District certificates, valid for one or two years, have been granted to candidates who have attended one session of an English-French summer school or who have failed on the final examinations of the regular Model School but have obtained a specified standing thereon. Temporary certificates have been issued to persons without professional qualifications, upon the recommendation of the Inspector, when properly qualified teachers for particular positions have not been obtainable. Permanent Ungraded, Permanent English-French, and Permanent Third Class certificates have been granted under certain conditions to teachers of long experience and proved ability upon the certificate of the inspectors under whose supervision they taught.

An examination of Table 2, Appendix I, page 119, giving the percentages of teachers holding various types of certificates, will show the following features:

(1) A large percentage of teachers who hold no Ontario certificates, or whose certificates have expired, particularly in the City of Ottawa and in the Counties of Prescott and Russell.

(2) An equally large percentage of teachers with low-grade certificates, particularly the English-French Grade C.

(3) A comparatively small percentage of teachers with the higher grade certificates, the First and Second Class, except in Essex and Kent.

However, in the case of a considerable number of those who hold no Ontario certificates of qualification, it should be pointed out that they have received training in other places. We found that 79 teachers hold professional certificates of various grades obtained in the Province of Quebec, and that 22 have obtained certificates from the pedagogical department of the University of Ottawa.

Notwithstanding the prevalence of a low standard of technical qualification among the teachers, and in consequence a great deal of poor teaching in the schools, it is only fair to state that frequently there was evidence of teaching ability of high order. It is safe to say that a large majority of the teachers in the schools in which French is taught are conscientiously striving to give the children as good a training as their limitations and the circumstances of the situation permit. Many instances of good work done by individual teachers might be given, but the work of the teachers in the following schools deserves to be mentioned as examples of work of outstanding merit: P.S. 8, 9 Sandwich

West; the Senior Room in R.C.S.S. 3 Dover; Form IV Senior and Form V, Ste. Anne School, Ottawa; Primary and Form IV Senior, Youville School, Ottawa; Primary, Duhamel School, Ottawa; Form I Senior and Form IV girls in 6 Russell (Embrun); Form IV Senior and Form V Sudbury; R.C.S.S. 12 Roxborough; and P.S. 1 Hanmer.

Most of the teachers have a satisfactory command of both languages. A few teachers were found who did not have sufficient facility in the use of French to teach the language successfully. On the other hand, a great many French-speaking teachers speak English with a more or less pronounced French accent and considerable inaccuracy. Fifty-eight teachers were found whose ability in English was so low as to make them unfit to be teachers in the schools. Of these 35 were in the schools of Prescott and Russell, 16 in Ottawa, 3 in Carleton and Dundas, and 4 in the Districts. Twenty-two of the total number apparently could neither speak nor understand English.

(2) *Provision for Inspection*

The provisions for the inspection of the schools have already been briefly referred to in the Introduction of this report. Many of the schools are inspected by the Public and Separate School Inspectors of the areas in which the schools are located. The so-called English-French Schools are inspected by six inspectors under the direction of the Department of Education. The territory covered by these schools has been divided into three sections, viz.: (1) the Counties of Essex and Kent, (2) Eastern Ontario, and (3) the Districts. To each of these areas have been assigned two inspectors, one English-speaking and one French-speaking. Each inspector visits one-half of the schools in his area during the first half-year, and the remainder during the second half-year. It is thus arranged that each school may be visited by one English-speaking and one French-speaking inspector every year. However, in the case of the English-French schools of Ottawa and most of those of Prescott and Russell, the departmental inspectors, upon the orders of the Boards concerned, have not been admitted for some years to make their inspection.

The English-French schools do not differ in organization, in course of study, in methods of instruction or in any other essential respect, from the ordinary Public or Separate Schools in which French is taught. Frequently it happens that the two classes of schools are found in the same area, but, though standing in close proximity, they are supervised by different inspectors.

Attention has already been called to the tables in Appendix N (pages 140-149) giving the division into inspectorates of the schools where French is taught.

(3) *Organization of the Schools in Mixed Communities*

In communities containing both English-speaking and French-speaking residents, three types of school organization were found, viz.:

(a) Parallel schools, in which pupils are segregated on the basis of speech, English-speaking pupils being taught in one school and French-speaking in another. This is the type of organization adopted in most of the larger centres with a mixed population, e.g., Ottawa, North Bay, Sault Ste. Marie, Timmins, and Sudbury.

(b) Parallel classes in the same school, English-speaking pupils and French-speaking pupils being taught separately in different classes. This is the form of organization in Sandwich, Vankleek Hill, Sturgeon Falls, Blind

River, Haileybury, Iroquois Falls, and Cochrane. In several of these centres the English-speaking pupils in the Separate Schools are comparatively few in number, and it is often necessary to place them in one ungraded class.

(c) Mixed classes, in which both English-speaking and French-speaking pupils are taught together. This system prevails in Mattawa, Espanola (1 Merritt), New Liskeard, and Hearst, though in Mattawa and Espanola, the English-speaking pupils in one Primary class are segregated.

(4) Courses of Study

The courses of study in the schools attended by French children do not differ essentially from those prescribed for the Public and Separate Schools. There is, of course, the addition of French Reading, Spelling, Grammar, and Composition. In schools where pupils are regularly prepared for the High School Entrance examination, the full courses prescribed by the Department of Education are followed. In the rural schools of Eastern Ontario generally there appears to be little attention given to Art and Constructive work, Nature Study and Agriculture, Hygiene and Physical Culture; and the work in History and Geography is very limited in scope. As already pointed out in another connection, the History is often limited to the early period of Canadian history, and the geography to that of Canada.

The Form V course of study in Ottawa and Prescott and Russell is determined largely by the Matriculation course of the University of Ottawa.

(5) Time Devoted to Different Subjects of Study

In the table in Appendix J, pages 122-133, the distribution of time among the various subjects of study in the different schools is set forth. The numbers given refer to minutes per week that the teacher devotes to the teaching of the subject in each Form. The time specified in each case is that reported by the teacher or ascertained from the time-table. It is difficult to make reliable generalizations from this table since so many factors have to be taken into consideration in determining whether the time reported is adequate or inadequate to the importance of the subject. For instance, it is obvious that the time given to a subject in a class in an ungraded school will necessarily be less than that given in a similar class in a graded school. Likewise the time given to a Form with two or three divisions will be greater than that given to a similar Form with only one division. In many schools, too, several classes may be "doubled up" for instruction in a certain subject, in which case the time assigned is repeated in the table for each of the classes. The sum of the periods reported in the table is not therefore always identical with the time actually devoted to the teaching of the subjects. The table represents, however, as accurately as could be ascertained, the time in minutes per week that the teacher devotes to the instruction of each Form in the various school subjects.

(6) Language of Instruction

Tables 1 and 2, Appendix K, page 134, give a summary of the conditions in the schools with regard to the language of instruction in those subjects other than French. Table 2, Appendix K, page 134, shows the percentages of the schools in the different areas using the medium indicated. The designation

"French and English" means that French is the usual medium of instruction with the occasional use of English. Similarly the designation "English and French" means that English is the usual medium of instruction with the occasional use of French.

It will be noted from this table that, in the Roman Catholic Separate Schools and Public Schools of Essex and Kent, English is used almost exclusively as the medium of instruction in the higher classes, and that French is the exclusive medium in only a small percentage of the primary classes.

In the schools of Ottawa, English is not the exclusive medium in any of the classes. French is used exclusively in the First and Second Forms, and to a large extent in the upper Forms as well. Similar conditions prevail in the Roman Catholic Separate schools of Prescott and Russell. Except in a few mixed schools the use of English is very slight. The Public schools of these counties make a greater use of English for purposes of instruction than the Separate schools.

Both the Separate schools and the Public schools of the Districts show a fairly regular gradation in the transition from French to English as the pupils advance in the classes. Beginning in the majority of cases with French alone in the primary classes they gradually substitute English for French until in the higher classes the language of instruction is largely English. A similar practice prevails in the Separate schools of Carleton, Dundas, Glengarry, and Stormont.

It must be understood, of course, that in the French subjects, reading, grammar, and composition, the language of instruction is always French.

(7) *Text-Books*

The text-books used in the majority of the schools are those authorized by the Department of Education for use in the Public and Separate schools. In Ottawa and in Prescott and Russell, however, several books not on the authorized list are widely used. In English Reading, a series called "La Classe en Anglais," prepared by the Brothers of the Christian Instruction, was frequently found. In Canadian History, a book prepared by the Christian Brothers and written in French, is extensively used. In Geography books by the same community and by Maristes Brothers, both written in French, were found in many schools.

A list of the unauthorized text-books and the number of schools in which they were in use will be found in Table 2, Appendix L, page 137.

B.—Suggestions for Improving Instruction

(1) *General and Fundamental*

When we came to examine into agencies and conditions that promote efficiency in the schools with a view of carrying out your instructions for suggestions respecting lines of improvement, we were impressed with the fact that the means to be found must depend very largely upon the personal agencies at work rather than upon the effects of prescribed regulations.

We need not present illustrations from our examination of the schools to show that the most important factor in determining their efficiency is the teacher, because this may be regarded as an axiom in school administration. We found the results of training to be unsatisfactory wherever teachers were lacking in

ability or had a careless or improper attitude towards their work, even when regulations were found to be observed in every particular. Our observations are expressed in this form because we fear that there has been too great a tendency on the part of those interested in the schools to be assured that, because regulations exist and are observed, the work is being done satisfactorily. Our judgment is that the prescribing of regulations in respect to any definite matter or even the literal compliance with such regulations furnishes no guarantee that the children in the schools concerned are receiving a satisfactory education.

Second only to the influence of the teacher is the work of the inspector. In fact the efficiency of teachers is, in a measure, due to the provisions for inspection. However well organized the training schools for teachers may be, they cannot be expected to provide the schools with expert teachers, because skill comes only with experience acquired under actual working conditions. The young teacher, therefore, in the beginning needs both guidance and control. His future success will depend largely upon what the inspector may do for him through sympathetic and judicious criticism and advice in assisting him to plan his work and to improve his methods of instruction. The necessity for supervision by inspectors was manifest in all schools. The low general standing of the schools in Prescott and Russell is due, doubtless, as much to the attitude of school boards and teachers in refusing to accept assistance and direction from inspectors of the Department of Education as to any other cause.

Nor must the relation of the action of regulations to personal effort be overlooked. It is manifest that regulations carry in themselves no power to effect changes, nor has the Department of Education any direct means of ensuring their observance. Their usefulness, therefore, is limited by the attitude and powers of the inspectors whose duty it is to enforce them, and by the attitude of teachers and school boards in conforming to them.

This question has still another aspect. The application of general regulations to particular conditions is a matter for personal judgment. This question has such an important bearing upon the English-French school situation that it must be more fully elaborated.

When we endeavoured to trace carefully and in detail the effects of the requirements which have been prescribed with a view of improving conditions in the schools, we were faced with the task of estimating the effects of directions which were uniform and general in their application to a multiplicity of varying conditions. The variations consisted largely of differences in the proportion of English-speaking to French-speaking pupils found in individual schools and classes, differences in the number of pupils in different grades and in the number of grades under individual teachers, differences in the opportunities of children to learn English or French outside of school, and fundamental differences in organization which exist between ungraded rural schools and fully graded urban schools.

The more we examined into this question the more we became convinced that no detailed regulations of general application to all schools can be devised to produce uniform results under all the varying conditions to be found in the areas of mixed population. Our point of view may be illustrated from the time to be devoted in the schools to individual subjects on the daily programme of studies. The problem here in any given school is to maintain a proper balance among the subjects of study considering the enrolment and advancement of pupils, the grades and subjects taught, and the teaching power available. As the schools show very wide divergencies in these respects, no general prescription of time for individual subjects can be made which will maintain such a balance

in all classes of schools. The time to be given to French or English, for example, in the fully graded school where each teacher is in charge of one class, must necessarily be different from that given to these subjects in ungraded schools, where conditions in respect to attendance and the subjects and classes taught differ widely.

It is quite clear to us that, in order to secure satisfactory results, there must be some general limitations in respect to the conditions under which the schools are operated. On the other hand, it is equally clear that continuous improvement in methods of instruction under the varying conditions of the schools must be effected primarily by the efforts of individuals rather than by the operation of detailed written directions.

The responsibility for setting up general standards and for devising the most effective means of instruction in all the varied types of schools cannot, however, be left altogether to the initiative of individual teachers and inspectors, who are limited by their own aims and experiences and to their own fields of work. The need for a general oversight of the schools in which French is taught with a view of determining conditions and adjusting means to meet the needs of individual schools has already been acknowledged and in a sense provided for in the regulations governing these schools, because the final settlement in any individual case of such important matters as the language of instruction, and the provision which may be made for teaching French, and the time to be given to it is left with the Chief Inspector of Public and Separate Schools. (Instructions 17, Sections 3 (1), and 4 (2).) The provisions thus made have proved inadequate largely on account of the fact that it was quite impossible for an officer, with a multiplicity of other duties, to make himself familiar with the conditions in individual schools in all parts of the Province, and to give up his time and attention to the problems involved; but we believe the principle expressed in these provisions to be sound. Accordingly, the most fundamental suggestion that we have to offer for improvement in the schools is in the direction of an extension of this principle.

The necessity for securing better instruction in English and in French and of improving the general status of the schools is so urgent that we suggest that it be made the responsibility of two special officers to be appointed by the Department of Education, a Director of English Instruction, and a Director of French Instruction. The duty of these officers should be to keep themselves constantly in touch with the schools in all parts of the Province, to study all phases of the problems presented, and to co-operate with inspectors and teachers in setting up standards and in devising ways and means to make instruction effective. In addition, the directors should, by their reports, keep the Minister of Education continuously informed respecting actual conditions in the schools.

In the following sections of this report, we shall discuss somewhat in detail our suggestions regarding the more important matters affecting the efficiency of the schools in which French is taught, and the relation of the work of the directors to such matters.

(2) *Classes of Schools in which French is Taught and Used as a Language of Instruction.*

It was pointed out in the Introduction of this report that French is taught and used as a language of communication and instruction in two classes of schools, viz.: (1) the so-called English-French schools, both Public and Roman Catholic Separate, with special departmental inspectors, and (2) the ordinary

Public or Roman Catholic Separate schools which are attended by French-speaking children and which are under the regular inspectors of the areas in which the schools are located.

The particular schools listed in the first class have remained practically unchanged for many years. The introduction of French in new schools has been confined largely to those in the second class. This would appear to be due mainly to the reluctance to have schools changed from one inspectorate to another.

In the Districts, where most of the schools of the second class are found, these two classes of schools are working under similar conditions and there is no marked difference either in the organization or in the efficiency of instruction in one class as compared with the other. The records show that there are good schools and poor schools in both classes. Their efficiency depends upon factors which may be found in common in both types of schools.

We know of no reason for continuing to maintain the distinction between these classes in the case of either the public or the separate schools. The separation does not make for either economy or efficiency of supervision. Wherever several inspectors travel over wide ranges of the same territory much of their time is taken up on the road and the expenses for travelling are necessarily high. The overlapping of inspectorates in this manner is wasteful of time, effort, and money. Moreover, the setting up of a class of schools which is parallel with both the public and the separate schools, which in reality includes schools that belong to both systems, and to which certain privileges and restrictions apply, has led to serious confusion in organization and administration. Notwithstanding the declaration contained in Section (1) Instructions 17, that there are only two classes of schools in our elementary school system, viz., Public Schools and Separate Schools, the English-French schools have come to be regarded as a special class of schools with special prerogatives and limitations. We are of opinion, therefore, that the present practice of assigning certain selected schools to special inspectors might be discontinued without loss to the schools concerned. The particular designation, English-French, implying as it does a special type of school with special privileges or restrictions, should be dropped, and all elementary schools, whether attended by English-speaking or by French-speaking pupils should be placed in either one of the two categories—Public School or Roman Catholic Separate School. All inspectors should be put on the same footing and subject to the same directions by the Department of Education. Inspectors with adequate qualifications in both English and French should, of course, be assigned to schools attended by French-speaking pupils. We have made a careful survey of the areas where such schools are located and we find that they are, on the whole, fairly compact and well-defined, and that the Department of Education should have little difficulty in assigning properly qualified inspectors to such areas. In the larger urban centres, such as Ottawa, where there are two parallel classes of schools, those attended by English-speaking pupils should be included in one inspectorate, while those attended by French-speaking pupils should be in another.

(3) *The Selection of Schools in which French may be Taught*

Our enquiries have convinced us that French-speaking children in attendance at the Public and Separate schools should have French as a subject of instruction wherever it can be provided for with a due regard to the satisfactory instruction of other pupils in attendance. In support of this conviction, we need only to

point to the very general study of French prevalent in the secondary schools of the Province. Over forty thousand English-speaking youths are at present learning French in the continuation schools, high schools, collegiate institutes, and technical schools. The value of such training and the amount of money spent on it are never questioned. If the study of French is of advantage to English-speaking pupils living in communities where the prevailing language is English, it must be of distinctly greater advantage to French-speaking children living in French-speaking communities to acquire proficiency in their mother tongue. The claims made by French-speaking parents that their children should be given adequate instruction in French appear to us to be reasonable. There should therefore be a frank acknowledgment that French may be introduced as a subject of study into the schools attended by French-speaking children, provided, as we have said, that this can be done with a due regard to the satisfactory instruction of other pupils.

The instruction in French should be practical in character. The primary purposes should be to improve the habits of speech and to give the pupils facility in reading and writing the French language. This training should furnish a preparation for employments where bilingual attainments are a necessity, and, at the same time, should furnish a foundation for higher academic courses in the French language and literature.

It must not be forgotten, however, that in addition to this training in language, the French-speaking pupils should be given the essentials of a good general education. So much consideration has been given to the relative places of the English and the French language in these schools, that there has been a tendency, we fear, to overlook the fact that a training in language, although vitally important, is only one of the ends to be sought in the organization of the schools.

The question at once arises as to the conditions under which French may be introduced as a subject of study into a given school. What must be the proportion or the actual numbers of French-speaking children to justify its introduction? In our opinion, no definite rule can be laid down either in respect to proportions or numbers. We find that the conditions affecting the situation, such as attendance, grading, courses of study, possibilities of securing qualified teachers, and the attitude of the people concerned are so varied that no definite rule can be laid down which can be applied without variation to all cases. Certainly the present Regulation (Courses of Study 1 (3))* as interpreted by the courts, has practically ceased to be of any particular value in determining the schools in which it is advisable to provide for instruction in French. In certain large urban municipalities, and even in mixed communities in rural districts, it has been found desirable to introduce French, although the majority of the people in such municipalities or communities are English-speaking On the other hand, there should be some check upon the indiscriminate introduction of instruction in French when such instruction cannot be either economically or efficiently provided for in schools in which there are but a very few French-speaking pupils distributed among large classes of English-speaking pupils.

* In school sections where the French or the German language prevails, the Board may, in addition to the Courses of Study prescribed herein, require instruction to be given in French or German Reading, Grammar, and Composition to such pupils as are directed by their parents or guardians to study either of these languages, and in all such cases the authorized textbooks in French and German shall be used. But nothing herein contained shall be construed to mean that any of the textbooks prescribed for Public and Separate Schools shall be set aside because of the use of the authorized textbooks in French or German.

When a request for the introduction of French into a Public or Separate school in which it is not now a subject of instruction is made by a school board or any substantial number of ratepayers, the question should be settled only after a careful survey of the situation by competent and independent investigators. We suggest, therefore, that the responsibility for making such surveys should rest with a committee consisting of the Chief Inspector of Public and Separate Schools, the Director of English Instruction, the Director of French Instruction, and the Inspector of the schools concerned. The recommendation of this committee should be submitted to the Minister of Education for approval and his decision should be regarded as final.

(4) *Importance of Instruction in English*

Under the present conditions of travel and intercourse, business and social activities and engagements are constantly bringing French-speaking citizens of the Province into direct contact with the smaller and larger English-speaking centres of population. A knowledge of English, therefore, is necessary to those who are to find a sphere of usefulness even in their home communities, and is indispensable to those who are to seek a successful career in the wider world outside. The pupils of the schools in which French is taught, should, on completing the Fourth Form, have acquired the ability to speak, to read, and to write the English language with a fair degree of accuracy and facility.

But the necessity for giving French-speaking children a real working knowledge of English need not be argued. We found nowhere opposition to providing for English instruction in the course of study. French-speaking parents are without exception desirous that their children should be taught English, and the reports show that there are but few schools in which some provision for such teaching is not made. Unfortunately the results attained do not even in a measure approach the requirements that we have indicated in the paragraph above. The reason is not difficult to find. There is a wide difference between giving English a place on the curriculum and providing the school conditions which will result in the ready acquisition of the language. The fact is that, in a large proportion of the schools, English is regarded merely as a subject on the programme like arithmetic and history, in which instruction is given at specified periods. Wherever this is done the results in English are unsatisfactory. We are convinced, therefore, that among the conditions that determine the pupil's ability to use English with facility, the language of instruction plays a very important part.

To acquire the necessary accuracy and facility in the use of English, the French-speaking pupils require something more than the formal exercises in English that comprise almost the sole training in the language that is given in many schools. They also require something more than the review of subjects in English as practised in Ottawa and some of the other schools. These formal exercises and reviews, while good in themselves, are not sufficient for the cultivation of readiness and fluency in speech, because they do not give the pupils an opportunity to struggle with English in a constructive way in expressing original thought. There is a lack of conscious purpose in all such work. The pupils take part in it merely as an exercise which lacks the driving force of a strong motive. On the other hand, when English is used as a medium of communication and instruction, the pupils have a stimulating motive for active effort. They are compelled to be constantly on the alert to understand what is said and to express their ideas in English. We are convinced that the necessity

for the use of English in this purposeful and constructive way offers the best means to secure that constant and varied practice which alone will give a mastery of the spoken language. In other words, we believe that the systematic use of English as a language of instruction and communication is the most effective of all methods to give the pupil facility in the use of that language.

What is true of oral English is equally true of the written language. There is a necessity in all the school subjects for the use of English in a purposeful way in written work as well as in oral work. Formal composition exercises, while good in their place, are no more sufficient to give the pupils a mastery of the written speech than to give readiness in the spoken language.

Side by side with this work in oral and written English, similar work in French should be carried on. The pupil's habits of speaking should be improved and his vocabulary extended. Written exercises of varied kinds, not merely formal compositions, should be required in French as well as in English.

(5) *Language of Instruction*

The question of the language of instruction is so important as to demand consideration from another standpoint. Not only is it an important factor, as we have just pointed out, in determining the proficiency of the pupil in the use of the language but also it determines to a large extent the progress of the pupil in the various school subjects.

It is now commonly accepted that "the language best known and understood by the child on his entry into school life is, from the educational point of view, the most effective medium for his instruction in the preliminary stages of school education."* But, there are wide differences of opinion respecting the stage at which the best known language, considering all interests involved, may in whole or in part be replaced by a second language. The question as it is applied to the schools in Ontario in which French is taught is exceedingly complex.

Roughly, the schools may be classified as belonging to three types:

Type 1.—Schools attended by French-speaking children who are fairly proficient in English when they come to school.

Type 2.—Schools in which French-speaking children who have acquired little or no English before they come to school have special opportunities of learning it in their intercourse in the classroom and on the playground with the English-speaking pupils in attendance at the same school.

Type 3.—Schools established in French-speaking communities where the children have no knowledge of English before they enter school and no opportunities of learning it except through class instruction.

If proficiency in French is not taken into account, English may be used for instruction in schools of the first type from the beginning, and in schools of the second type at a comparatively early stage, as French-speaking children pick up English quickly. In schools of the third type, the question of the introduction of English presents a more difficult problem.

We are convinced, therefore, that no rule which prescribes the medium of instruction for different forms or grades of a system can be applied impartially to all schools within that system. A rule which confines the use of French to the First Form is a decided disadvantage to children in attendance at schools of the third type; while a rule which allows the use of French up to the end of the Second Form and prohibits it at a later stage has a tendency to postpone the use of English in schools of the first and second types and to prevent the use of

*From the Report of the Imperial Educational Conference, 1923.

French in higher Forms even when it could be used to advantage for the purpose of explanation, of improving the pupils' vocabularies, or of giving them facility of expression in French.

In our opinion, therefore, no explicit direction should, by regulation, be made to limit the provisions of the Statute governing the language of instruction and communication in the schools. The provisions of Section 87 (b) of the Public Schools Act* appear to leave room for variations as applied to different types of schools. But, we appreciate the fact that the practicability or the impracticability of the use of English in the schools in which French is taught cannot be left to the judgment of the teachers in charge of such schools. The necessity for the exercise of control is shown by the fact that many of the teachers, when left to themselves, have made no effort whatever to use English as a language of communication and instruction.

But, if the Statute is overlooked or disobeyed, it is quite as likely that any regulation which would attempt to restate or explain its provisions and limitations would also be overlooked or disobeyed.

We believe that the only effective means of securing proper restriction and adjustment in respect to the language of instruction is through personal supervision and direction. This principle was introduced into Instructions 17 in leaving the final settlement of all questions relating to the language of instruction with the Chief Inspector of Schools. We suggest that this principle be extended and that the special committee which we have named for the approval of the schools in which French is to be taught be also the committee empowered, under the Minister, to approve of the procedure in respect to the language of instruction to be followed in individual schools or groups of schools in which conditions are more or less alike. This plan conserves the authority of the Chief Inspector, and, at the same time, associates with him other officers whose duties require them to study conditions and direct the teaching in the schools.

(*6*) *Courses of Study in the Schools in which French is Taught*

In the essentials the course should be the same as that required for public and separate schools, but certain restrictions should be made in the case of subjects that are less essential, because the full course as at present prescribed is evidently too heavy for French-speaking pupils, who have placed upon them the necessity of acquiring efficiency in a language which is not their mother tongue.

While it is true that a few schools in the French-speaking districts are carrying the full load of a general course and are providing satisfactory training in two languages, yet our observations show that as a rule the added burden of acquiring proficiency in an additional language can be carried only either by lightening the general course of study or by extending the period of education. On account of economic conditions the latter alternative is impossible in the case of a large proportion of the children.

It seems to us necessary, therefore, that some reductions be made in the curriculum of the schools attended by French speaking children as an option for the additional language. We are not prepared to suggest in detail the nature of these options; but we are convinced that courses can be worked out by the Department of Education which will preserve such essential subjects as Arithmetic,

*It shall be the duty of every teacher to use the English language in instruction and in all communications with pupils in regard to discipline and the management of the school, except where it is impracticable to do so by reason of the pupil not understanding English, but recitations requiring the use of a textbook may be conducted in the language of the textbook.

History, Geography, and Writing and, at the same time, give attention to Nature Study, Agriculture, or Elementary Science. A scheme so devised would, of course, provide for the acceptance of standing in French at the High School Entrance examination in lieu of the subject or subjects for which it is made an option.

Furthermore, we do not regard the proposed restrictions as in any way handicapping a student. Efficiency in two languages must be regarded as an asset which will more than offset any loss which he may encounter through the subjects omitted from his course. Many adults whose educational equipment has been tested by experience would willingly give up much of what they have been taught in certain fields in exchange for the ability to speak, to read, and to write a language which is not their mother tongue. Moreover, under present circumstances there is a wide field of activity open to young people with bilingual training.

(7) *Inspection of the Schools*

Already in this report, we have commented upon the desirability of redistributing into more compact inspectorates the schools attended by French-speaking children. We have suggested the advisability of abandoning the present scheme of assigning special inspectors to certain designated schools. In the reorganization of the inspectorates, we should suggest that each inspector be assigned only a sufficient number of schools to permit him to give adequate supervision to each. The importance of his work is so great in relation to each individual teacher and school that no curtailment of the time needed to do the work well should be necessary because of too large a number of schools to be visited.

Among the more important duties of the inspectors the following should be defined:

(a) To examine into and report upon the standing of the pupils in the various school subjects. In this connection our observations have convinced us of the necessity of more attention, in at least one of the semi-annual inspections, to systematic oral and written tests of the pupils' ability and progress.

(b) To assist teachers to improve their organization, management, and methods of instruction, and to encourage and inspire them in their effort to attain a higher standard of efficiency.

(c) To ascertain and report whether statutes and regulations are observed.

(d) To co-operate with school boards, and with the Chief Inspector, the Director of English Instruction, and the Director of French Instruction in all efforts to improve the conditions of the schools.

(e) To act as a member of a committee, as already proposed, in adjusting problems in connection with the schools in which French is taught.

The reports of the inspectors on the condition of individual schools should be transmitted to the Department of Education and reviewed by a committee consisting of the Chief Inspector, the Director of English Instruction, and the Director of French Instruction.

(8) *Text-Books*

There is urgent need for the selection of a new series of text-books for the schools attended by French-speaking children.

Most of the readers used in both English and French are unsuitable in both material and grading. The bilingual readers prepared under the direction of the Department of Education many years ago are out of date both as to

method of learning English and as to method of teaching reading. The French readers in use are unsatisfactory in both matter and presentation. The Catholic readers, while containing many excellent selections for English-speaking pupils, are in the main too difficult for French-speaking pupils. The Ontario readers, which are widely used in Essex and Kent and in the Districts, have given the most satisfactory results, largely on account of the interesting character of the selections and their careful grading.

The series of English readers, "La Classe en Anglais," prepared by the Brothers of the Christian Instruction, is used largely in the schools of Ottawa and Prescott and Russell. The books of this series are unsuitable because, particularly for the lower grades, they do not contain sufficient reading matter and because they attempt to teach all phases of English—reading, spelling, composition, and grammar—from the same book.

On account of the numerous inflections and idioms in French, the pupils must be introduced to the formal study of French grammar earlier than in English. The French grammars in use in the schools are unnecessarily difficult because they are encumbered with a great number of formal rules and definitions. A simple book in grammar and composition should be selected, presenting in an easy and practical way, through an abundance of typical illustrations, the commoner language forms that the pupil should master in the elementary school. The difficulties of French spelling demand, also, the approval of a well-graded spelling book.

The present manual on teaching English to French-speaking pupils has now been in use for fifteen years, and should be revised to bring it into harmony with new developments in the teaching of language, and to adapt it more closely to the methods and materials of the readers.

The unsatisfactory standing of the pupils in many of the schools in History and Geography is in no small measure due to the absence of books in these subjects that are within the capacity of the pupils to read and understand. We suggest the selection of readers in both English and French, which would supplement the regular texts in History and Geography.

One of the most serious deficiencies of practically all the schools visited outside the larger centres is the almost complete absence of school libraries. Very few of the schools have anything for the pupils to read outside the text-books. Without doubt much of the defective reading and composition in English and French may be accounted for by the absence of suitable and interesting material for the pupils to read. Steps should be taken to ensure the gradual building up of a library of suitable books in both English and French for the pupils of every school.

The preparation or selection of the text-books for use in the schools attended by French-speaking children should be under the supervision of the Director of English Instruction and the Director of French Instruction.

(9) *Organization of Schools in Mixed English and French Communities*

Reference has been already made to the three types of organization of schools in mixed communities, viz.: (1) parallel schools, (2) parallel classes, and (3) mixed classes. The parallel system is to be recommended wherever feasible, parallel schools in the larger centres, and parallel classes in smaller centres, in which French-speaking and English-speaking children are taught separately. The progress of the one is thus not retarded by the other. This separation is advisable even when it is necessary to segregate the pupils of one

language in an ungraded classroom. However, both French-speaking and English-speaking pupils may be taught together in Form IV, and occasionally in Form III, when the French-speaking pupils have sufficient command of English to take in that language all the instruction outside of the French subjects, and when the attendance does not justify parallel classes.

The special form of organization to be approved in any community should be recommended by the proposed committee consisting of the Chief Inspector, the Director of English Instruction, the Director of French Instruction, and the Inspector concerned.

IV.—MEANS OF OBTAINING AN ADEQUATE SUPPLY OF TRAINED TEACHERS

The problem submitted to us of suggesting means for obtaining an adequate supply of well trained teachers for the schools attended by French-speaking children is not an easy one to solve.

The number of additional teachers required annually to make good the loss in the supply from those who leave the profession is, as compared with the corresponding loss in the other schools of the Province, exceedingly high. We are told by inspectors that this is due mainly to the fact that the staffs of these schools are made up very largely of young women who marry early and leave the profession. At the present time, to supply the demand at least 150 new teachers are required yearly. The number would be very much larger were it not that a certain permanency is secured through the engagement of religious teachers in a large number of the urban schools. Nor is the means of obtaining a new supply easy to find. This supply depends upon (1) the providing of schools for the professional training of teachers, and (2) the securing yearly of a sufficient number of students with proper academic standing for training in such schools.

The question will be best understood possibly by outlining the provisions now made for training and the means taken to obtain recruits for the training schools.

Teachers for the schools attended by French-speaking children receive training for their work as follows:

(1) *Through Summer Schools.*

These schools are attended by persons without professional training who have, on the recommendation of inspectors, been granted temporary certificates to teach on the understanding that they improve their academic and professional qualifications through attendance at such schools. The academic standing of these teachers was, in the beginning, very low, often not higher than that of Entrance to High Schools. The average is somewhat better now. The schools are attended also by teachers who are required to receive further training in order to have the validity of expired certificates renewed.

(2) *Through the English-French Model Schools.*

These schools are established at Sandwich, Sturgeon Falls, and Vankleek Hill. The courses of study extend over a period of one year. Students who complete the courses satisfactorily are granted English-French teachers' certificates in grades A, B, and C. The entrance requirement for the Grade A course is Normal School Entrance standing; for Grade B, completion of the Lower School of the High School course of study; and for Grade C, English-

French Model School Entrance standing, which may ordinarily be obtained after a one year's course at a secondary school. For entrance into each of the courses candidates must also pass a special examination in French Grammar and French Composition. The Grade A certificate is valid for life, Grade B for five years, and Grade C for two years.

Students receive their academic training for entrance into English-French Model Schools mainly at the preparatory schools established by the Department at Sandwich, Sturgeon Falls, and Embrun, and at the Fifth Form classes, Continuation Schools and High Schools, attended by French-speaking pupils. The preparatory academic classes were established by the Department because a sufficient supply could not be obtained from the latter sources. Attendance at the academic classes is stimulated by grants by the Department of Education for board and travelling expenses.

(3) *Through the Normal Schools.*

The courses in these schools prepare students for First Class and Second Class Provincial certificates valid in all the Public and Separate Schools of the Province. Students receive their training for entrance to these schools mainly at Continuation Schools, High Schools, and Collegiate Institutes. As the number of French-speaking pupils who have attended the Normal Schools is comparatively small the percentage of French-speaking teachers who hold First Class and Second Class Provincial certificates is very low. The number of these teachers who actually become engaged in teaching in the schools in which French is taught is still further lessened by the tendency of French-speaking teachers to elect to take more attractive positions in the ordinary English schools. We found in all the schools that we visited 9 teachers with First Class certificates, and 108 with Second Class certificates.

(4) *Through the Ontario College of Education.*

This college is open only to university graduates. It offers courses in preparation for positions in Public and Separate Schools and High Schools. The French-speaking students who have received certificates from this college are mainly graduates of Ottawa, Laval, Queen's and Toronto Universities. The increasing number of French-speaking graduates seeking admission to this college is one of the most hopeful signs in connection with the English-French school situation because these men are beginning to supply an urgent need for well trained men with qualifications in both English and French as inspectors, training school teachers, and principals of large urban schools.

The schools attended by French-speaking children are to-day in respect to the qualifications of their staff in very much the same position as were the ordinary Public and Separate schools in 1907 when provisions were made for extending the Normal School system. The untrained teachers who had been so common in the Public and Separate schools before the Model Schools were established had been, at that date, very largely displaced by teachers holding Third Class Model School certificates, but the number of teachers with higher training was still relatively low. This is exactly the situation at present in the schools attended by French-speaking children. The means taken by the Whitney Government to replace Third Class teachers by teachers with Normal training has proved very effective, since the number of teachers in the Public and Separate Schools without such training is now practically negligible. The suggestion is, therefore, that similar means be now applied in the schools attended by French-speaking children.

The first step to be taken in this direction is to make certain changes which appear to us to be necessary in the Normal School courses for First and Second Class certificates to adapt them more directly to the needs of those who are to teach in the schools attended by French-speaking children. Such modified courses might be provided for either in the present Normal Schools or in a separate institution established for the purpose.

The present Normal School courses in English deal with methods of teaching Reading, Spelling, Composition, and Literature to pupils whose mother tongue is English, but the problem of teaching English to French-speaking children is much more complex. It involves as an additional factor the finding of the best means to teach French-speaking children to understand and to speak English. Furthermore, the methods applied in teaching Reading, Composition, and Literature to English-speaking children, should be modified when applied to pupils who are limited in their abilities to understand and to use spoken English.

The teachers of the schools attended by French-speaking children require also special training in methods of teaching French Reading and Literature, French Spelling, French Grammar, and French Composition, because these subjects involve peculiar features that are not met by the application of the special methodology of the English subjects. It is necessary, therefore, in the proposed modification of the present plan of training teachers to provide for instruction in methods of teaching the French subjects.

The general management of schools of the English-French type presents also some special features which should be fully discussed in the training classes with those who propose to teach in these schools. The special topics to be presented should include such questions as the language to be used in communication and instruction under varying conditions, the order in which the different phases of language study should be introduced, the tests which should be applied to determine the degree of progress at various stages, the amount of time which should be devoted to the different branches of study in a properly balanced programme in different types of schools attended by French-speaking children, etc.

Certain limitations also should be made both in the entrance requirements and in the general course of study in the Normal Schools for those who are looking forward to English-French First and Second Class certificates. At the present time such students are handicapped because, in addition to preparing themselves in all the academic and professional subjects required of those who are to teach in the ordinary Public and Separate Schools, they must acquire proficiency in French language and Literature and in special methods of teaching and management. We should suggest, therefore, that certain options be allowed French-speaking candidates in both the entrance requirements and the course of study at the Normal Schools. These options probably might be somewhat similar to those provided for the Matriculation examination by which a language option is substituted for Science.

The courses in French now set for the Matriculation examination do not test the kind of proficiency in French which French-speaking students offering themselves as teachers should possess. The courses and examination in French Language and Literature for such students should be made similar in character to those set in English Language and Literature for English-speaking students.

The second step to be taken in the direction of securing a greater proportion of teachers of the higher grades for the schools attended by French-speaking children is to endeavour to provide more adequate means for training French-

speaking students for admission to the proposed Normal School courses. The present supply of candidates for the Normal Schools comes mainly from continuation schools, high schools and collegiate institutes, and a few from private schools. To adapt these schools more directly to the needs of French-speaking students, we suggest that the Department of Education take into consideration the advisability of approving of courses in French of the type we have just described to be optional with the authorities of secondary schools in French-speaking areas. Such courses would bring the secondary schools into closer touch with the elementary schools and provide for a continuous training in French which would be the same in character throughout the students' course. These courses would not only provide the proper kind of training for those who wish to become teachers in schools attended by French-speaking children, but would, doubtless, also serve the purpose of inducing a larger number of French-speaking students to enter the secondary schools. The universities might be persuaded to accept standing in these courses in lieu of the present requirements in French for Matriculation.

While an increasing supply of teachers for the Normal Schools might be expected from the provincial secondary schools with courses organized as we have proposed, yet it is doubtful whether any very considerable number could be obtained immediately from this source. We should suggest that the Department of Education consider the question of extending the academic courses now offered in connection with the English-French Model Schools to cover the requirements for entrance into the Normal School.

But the organization of special Normal School courses for the training of English-French teachers, and of secondary schools to prepare students for the academic requirements for entrance into such courses does not constitute the only provision necessary for securing a greater proportion of teachers with higher training. Inducements must be offered to lead students to enter the schools provided and to continue their training until the higher grade certificates are secured. Careful enquiry into the situation has convinced us that the present supply of teachers with Model School standing could not have been secured except through the assistance offered by the Department of Education for travelling expenses and board. It is evident, therefore, that this assistance must be continued in some form to secure students for the Normal Schools; but it is evident also that some readjustment in the granting of this assistance will be necessary. It is not to be expected that the Department of Education would support students at schools for a period of five years. The expenditures made for this purpose would not, in our opinion, be warranted, because the proportion of students receiving support who would complete the courses at both the academic schools and the Normal Schools and give a fair return in service for the money expended would, doubtless, be very low.

We suggest that the Department of Education should consider whether the financial support might not now be confined to students taking the Middle School courses that we have proposed at the academic schools maintained by the Department and to those in attendance at the professional courses in the Model and Normal Schools. It might also consider whether financial assistance might not be given in the form of a bonus or otherwise to students who take these Middle School courses at other secondary schools, on the condition, of course, that such students furnish satisfactory guarantee to give service as teachers.

It would appear probable that a sufficient number of students might receive the Lower School training without financial support at Fifth Form classes and

at the academic schools maintained in connection with the Model Schools. Our judgment is based on the grounds that Fifth Form classes are established now quite generally in connection with all the larger schools attended by French-speaking pupils and that the attendance at such classes has increased very substantially during the last two or three years. But it is advisable that, before the plans are completed for the reconstructed courses, further enquiries should be made by the Department of Education in respect to this matter.

The question of the status of the professional courses in the Model Schools must also receive consideration. The urgent demand for teachers of higher training has led some to propose the discontinuance of the Model School courses in order to force at once all to take the higher training. Such an action would certainly be disastrous. We have canvassed carefully the sources of supply and are convinced that the process of bringing students up to the higher academic and professional standards will necessarily be gradual and, in the beginning, slow. As there is not, even yet, a sufficient number of teachers with Model School training to fill all the schools, the greatest care should be exercised to make certain that the sources of supply for the lower grade teachers be withdrawn only as the means for securing an adequate number of teachers of the higher grades are assured.

The lower courses should be dropped in the following order: first, the summer schools; second, the Grade C courses at the Model Schools; and last, the Grade B courses at the Model Schools. In fact, the Department of Education might now consider the possibility of refusing all new applicants for the summer schools and of discontinuing the Grade C courses at the Model Schools. The lower courses then would be reduced to the Grade B course. The possibility of improving this course might receive consideration. The Department of Education might also consider the advisability of limiting, as was done for many years in connection with the ordinary public and separate schools, the validity of certificates granted on completion of Model School courses to a prescribed list of schools, and to require boards in all other schools to engage teachers with Normal School qualifications. Schools might then be transferred from one class to the other as teachers with high qualifications became available.

We cannot conclude this report without a word of appreciation of the unfailing courtesy and kindness of the staffs of the schools. Principals and teachers gave every assistance possible in supplying the statistics for our records and in facilitating the examination of the pupils. We are indebted also to the Inspectors of the schools visited for the information which they supplied regarding the location of the schools, the routes of travel, stopping places, etc. Without the co-operation and assistance of those responsible for the direction and conduct of the schools our investigation would have been much more difficult and laborious than it proved to be.

Nor must we omit a well-merited word of praise for the pupils of the schools. Their deportment was at all times a credit to themselves and a tribute to the teachers under whom they were trained, and their attention and responsiveness during the examination were all that could be expected or desired.

Our thanks are due to the Secretaries for their efficient work in conducting the oral and written examinations of the pupils. Their intimate knowledge of school methods and requirements and their marked ability as teachers specially fitted them for this work. They were careful to adjust the tests to varying conditions in the schools and at the same time to maintain uniformity in standards.

APPENDIX A

1.—LETTER OF INSTRUCTIONS

Toronto, October 21st, 1925.

Dear Sir:

I desire to have an investigation made of those schools in the Province attended by pupils who speak the French language. The investigation conducted by you between 1910 and 1912 arose, as you are aware, from complaints of the general inefficiency of those schools. Following that enquiry the present regulations, embodied in Circular No. 17, were adopted. The purpose of these regulations was to ensure that all pupils should receive a practical working knowledge of the English language without interfering with adequate instruction in French or depriving French-speaking children of training in their mother-tongue. These regulations have been in operation now for over twelve years and I am desirous of obtaining accurate information respecting their practical working, especially in respect to the efficiency of the pupils in the English and French languages.

Under the circumstances, I wish you to undertake this investigation and I have asked His Honour Judge Scott, of Perth, and Louis Coté, Esquire, Barrister, of Ottawa, to join with you in making the enquiry. A comprehensive and thorough survey of the situation should be carried out with a view of determining the efficiency of the schools, means for improving the instruction, and plans for securing a more constant supply of qualified teachers for the schools. The enquiry may be made in the manner best adapted to reach the end in view, and all necessary assistance required to do the work will be provided.

Yours truly,

G. H. Ferguson,
Minister of Education.

F. W. Merchant, Esq., LL.D., D.Paed.,
Chief Director of Education,
Toronto, Ont.

2.—APPOINTMENT OF SECRETARIES

Toronto, October 26th, 1925.

Dear Sir:

I am directed by the Minister of Education to inform you that Dr. W. J. Karr and Mr. A. J. Beneteau have been appointed by him Secretaries to the English-French School Enquiry Board. It is understood that these secretaries will be available to give assistance under the direction of the Board in the examination of schools. Dr. Karr has special qualifications in English and Mr. Beneteau in French.

Dr. Karr has had wide experience in the Elementary Schools of the Province. He was for a time English Master of the English-French Training School at Ottawa and his work there was highly appreciated by all parties concerned. He has been English Master of the Normal Schools at North Bay and Ottawa and is at present Director of Rural School Organization. He is a graduate in Arts and Pedagogy of Queen's University.

Mr. Beneteau was brought up in a French speaking family. He has an excellent education which he has secured largely through his own efforts. He obtained first a Second Class certificate, then a First Class certificate, and is now a graduate in Arts of Queen's University. Throughout his whole course he has given special attention to the study of French, graduating with honours in this department at the University. He has also taken special advanced courses in French at McGill University. He was for a time a teacher in an English-French rural school. Since 1912 he has been French Master in the English-French Training School at Sandwich. Coupled with these duties he has for the last five years been an Inspector of English-French Schools in Essex and Kent.

I have the honour to be,
Your obedient servant,

A. H. U. Colquhoun,
Deputy Minister of Education.

Dr. F. W. Merchant,
Chairman, English-French School Enquiry Board,
Parliament Buildings, Toronto.

APPENDIX B—STANDING IN ENGLISH READING

TABLE I—ENGLISH READING

R.C.S.S.—Essex and Kent

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
2, 5, 8 Anderdon	2	2	2	2	...
8, 20 Anderdon and Colchester	2	2	2	2	...
11 Anderdon	3	2	...	2	...
3B Colchester N.	2–3	2–3	2	2	...
3 Dover	3–4	1	2	...	2
7 Dover	2	...	2–3	2–3	...
9 Dover	3–4	3–4	3	3	...
1 Maidstone	3	2–3	3	3	...
6 Maidstone	2–3	3	2–3	2–3	...
3 Rochester	3–4	3–4	3	2–3	...
6 Rochester	1–2	3	3–4	3	...
17 Rochester	3	3	3	3	...
9, 14 Rochester and Tilbury N.	1–2	2–3	2	2	...
3 Sandwich E.	3	3	3	2	...
2 Sandwich S.	2–3	3	3	3	...
4 Sandwich W.	2	2	...	2	...
8 Sandwich W.	...	1–2	3	3	...
3 Tilbury E.	2	2	2	2	...
1 Tilbury N.	3	2	2	2	2
2 Tilbury N.	2–3	2–3	2–3	2–3	...
6 Tilbury N.	3–4	3	3	2–3	...
7 Tilbury N.	3	2–3	...	2–3	...
10, 11 Tilbury N. and Rochester	3	3	2	2	...
11 Tilbury N.	3	3	3	3	...

APPENDIX B—TABLE 1—ENGLISH READING—Continued

R.C.S.S.—Essex and Kent

Urban	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
Belle River	2	1–2	2	1–2	2–3
Ford, Notre Dame	1–2	3	2–3	2	2
St. Joseph	1–2	1–2	1–2	2	...
St. Jules	1–2	2–3	2	2	...
St. Rosaire	2	1–2	2	2	...
La Salle, Sacred Heart	2–3	3	2–3	2	...
Riverside, Ste. Cecile	2–3	2	2	...	...
St. Pierre	2–3	2–3	2	2	...
Ste. Therese	2	2	2	2	...
Sandwich	2	2–3	1–2	2	...
Tecumseh	2–3	2–3	2–3	2–3	2–3
Tilbury	3	2	2–3	2	...

TABLE 2—ENGLISH READING

Public Schools—Essex and Kent

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
2, 5 Anderton	2–3	2–3	3	2–3	...
6 Anderdon	2–3	2–3	2	2	...
4 Dover	3–4	2–3	2–3	2–3	...
1 Maidstone and Rochester	3	3	3	3	...
3 Maidstone	3	4	3	2–3	...
6 Rochester	2–3	...	2–3	2–3	...
5 Sandwich E.	2–3	2–3	2	2	...
6 Sandwich E.	2–3	4	2	2	...
2 Sandwich W.	2–3	2–3	2	2	...
6 Sandwich W.	3	2–3	2	2	...
8, 9 Sandwich W.	2–3	2	2	1–2	...
9 Sandwich W.	2–3	2–3	2–3	2–3	...
3 Tilbury N.	3	2–3	2	2	...

APPENDIX B—TABLE 3—ENGLISH READING

R.C.S.S.—Ottawa

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.

	Form I	Form II	Form III	Form IV	Form V
Brébeuf	2–3	3	2–3	2–3	2–3
Duhamel	2–3	3	3	2–3	...
Garneau	1–2	2–3	2–3	3	...
Guigues	2–3	3–4	3–4	3	3
Mazenod	0	3	2–3	...	...
Sacré Coeur	2–3	3–4	3–4	3	...
Ste. Anne	2	2	2–3	2	1–2
St. Antoine	3	3–4	3	..	...
St. Charles	2–3	3	3–4	2–3	...
St. Charles (Eastview)	2–3	2–3	3–4	...	...
St. Conrad	...	...	3	2–3	2–3
Ste. Famille	2–3	2–3	...	...	...
St. Francois	3	3–4	...	...	...
St. Gerard	2–3	2–3	2–3	...	...
St. Jean Baptiste	2–3	2–3	2	2	2–3
St. Pierre	2	2–3	2–3	2–3	...
St. Roch	0	3–4	...	...	...
St. Rosaire	2	2–3	2–3	2–3	2–3
Youville	2	3	2–3	2–3	2–3

TABLE 4—ENGLISH READING

R.C.S.S.—Prescott and Russell

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.

Rural	Form I	Form II	Form III	Form IV	Form V
3 Alfred	3–4	4	4	4–0	...
6 Alfred	3	4–0	4–0	4–0	...
7 Alfred	4–0	4–0	3–4	3–4	...
7, 8 Alfred	4	4–0	4	3–4	...
8 Alfred	4–0	4–0	4–0	4–0	...
9 Alfred	4	4–0	4–0	4–0	...
10 Alfred	3–4	3–4	3–4	3–4	...
12 Alfred	4	4–0	4–0	4	...
13 Alfred	0	4–0	4–0	4	...
14 Alfred	4	4	4	3–4	...
15 Alfred	0	4–0	4–0	4–0	...
1 Caledonia	0	3–4	3–4	3	...
3, 4, 10 Caledonia	4	4	4	...	...
7 Caledonia	4–0	4–0	4–0	4–0	...
10 Caledonia	2–3	4–0	3–4	...	...
12 Caledonia	0	4–0	4–0	...	...
13 Caledonia	0	4–0	4–0	...	...
2 Hawkesbury E.	4	4	3–4	3	...
4 Hawkesbury E.	4–0	4–0	4–0	4–0	...
6 Hawkesbury E.	4	4	4	3	...
7 Hawkesbury E.	3	3–4	4–0	3–4	2–3
10 Hawkesbury E.	4–0	4–0	3–4	3–4	...
11 Hawkesbury E.	4–0	...	4–0	3–4	...
12 Hawkesbury E.	4	...	4–0	...	...
15 Hawkesbury E.	0	4–0	4–0	...	...
16 Hawkesbury E.	3–4	4	4	4	...

APPENDIX B—TABLE 4—ENGLISH READING—(Continued)

R.C.S.S.—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability				
	Form I	Form II	Form III	Form IV	Form V
17 Hawkesbury E	4–0	4–0	3	3	...
19 Hawkesbury E	0	4–0	4–0	4–0	...
3 Hawkesbury W	3–4	3–4	3	3–4	...
3 Longueil	0	4–0	4–0	...	...
4 Longueuil W	4–0	4–0	4–0	4–0	...
7 Longueuil	4–0	4–0	4–0	4	...
1 Plantagenet N	0	4–0	4–0	4–0	...
2 Plantagenet N	3–4	4–0	3–4	...	...
4 Plantagenet N	4	4	4–0	4–0	...
5 Plantagenet N	4–0	...	4–0	4–0	...
6 Plantagenet N	4	4	4	4	...
7 Plantagenet N	4–0	4–0	...	4–0	...
8 Plantagenet N	3–4	3–4	3–4	3	...
9 Plantagenet N	3	3–4	3	3–4	...
12 Plantagenet N	3–4	3–4	3–4	3	...
13 Plantagenet N	0	4–0	4–0	4–0	...
15 Plantagenet N	0	4–0	4–0	3–4	...
4 Plantagenet S	2–3	3	3	3	...
6, 7 Plantagenet S	...	4	4	...	...
7 Plantagenet S	4	4	4	3–4	3–4
8 Plantagenet S	0	0	4–0	4–0	...
9 Plantagenet S	0	4–0	4–0	...	...
11 Plantagenet S	4	4–0	4	...	...
12 Plantagenet S	(Closed)				
15 Plantagenet S	4	4	4	4	...
16 Plantagenet S	0	4–0	4–0	4–0	...
1 Cambridge	2–3	3	3	2–3	...
3 Cambridge	3–4	3–4	3	2–3	...
4 Cambridge	3–4	3–4	4	4	...
6 Cambridge	0	4	4	3–4	...
6, 7 Cambridge	4–0	4–0	3–4	3–4	...
10 Cambridge	...	4–0	4–0	4–0	...
11, 13 Cambridge	3–4	4	4	4	...
13 Cambridge	...	4	3–4	4–0	...
14 Cambridge	0	4–0	4–0	4–0	...
15 Cambridge	0	4–0	4–0	...	...
16 Cambridge	0	3–4	3–4	3	...
20 Cambridge	4–0	4–0	4–0	...	...
21 Cambridge	0	4–0	4–0	...	...
3 Clarence	0	4–0	4–0	4–0	...
5 Clarence	0	4–0	4–0	3–4	4
6 Clarence	3–4	3–4	3–4	3–4	3–4
8 Clarence	3–4	4	4	4	...
11 Clarence	4	4	4	...	...
12 Clarence	4	4	4	4	...
13 Clarence	0	4–0	4–0	...	...
14 Clarence	3	4	4–0	...	...
15 Clarence	3	4–0	4–0	3–4	...
16 Clarence	0	4	4–0	...	...
17 Clarence	3–4	...	4–0	...	...
18 Clarence	0	4–0	4	3–4	...
19 Clarence	0	4	4–0	4–0	...
20 Clarence	0	4	4–0	4–0	...
21 Clarence	3–4	4	3–4	3–4	...
22 Clarence	0	4–0	4–0	4–0	...
24 Clarence	0	4–0	4–0	...	...
1 Cumberland	4	4	3–4	...	...
2 Cumberland	4	4	...	...	...
7 Cumberland	3–4	3–4	4	3	...
6, 10 Cumberland	0	4	4	...	...

APPENDIX B—TABLE 4—ENGLISH READING—(Continued)

R.C.S.S.—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
11 Cumberland	3–4	3–4	3–4	3–4	...
14 Cumberland	3–4	3–4	3–4	3	...
15 Cumberland	3–4	4–0	4–0	...	...
1, 12 Russell	0	4–0	4	...	...
4 Russell	0	4	4–0	...	...
5, 9 Russell	0	4–0	4–0	4–0	...
6 Russell	3	3–4	3–4	3–4	...
7 Russell	0	4	4	...	...
8 Russell	0	4–0	4	...	...
12, 11 Russell	0	3–4	3	3	...
13 Russell	4	4	4	...	...
14 Russell	0	4–0	4–0	...	...
16 Russell	0	4	4	...	...
19, 22 Cambridge	0	4–0	4–0	...	...
Urban					
Hawkesbury—Bonsecours	4	4	...	...	...
Sacred Heart	3–4	4	3–4	3–4	2–3
St. Joseph	4	4	4	3–4	4
Vankleek Hill	0	3–4	3	2–3	...
Casselman Village	3–4	3–4	3–4	3	2–3
Rockland—Sacred Heart	...	3–4	3–4	3–4	...
Ste. Famille	...	4	4	...	...
St. Joseph	...	4	4	4	3–4

TABLE 5—ENGLISH READING

Public Schools—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
1, 5 Alfred	3–4	2	2	2–3	...
4 Alfred	3–4	3	3	...	...
2 Caledonia	3–4	3–4	3	2–3	...
3 Caledonia	3–4	4	...	...	...
10 Caledonia	3–4	3–4	3–4	3–4	...
15 Hawkesbury E	2–3	2–3	3–4	...	...
18 Hawkesbury E	0	0	4–0	4–0	...
19 Hawkesbury E	3–4	3–4	3–4	2–3	...
20 Hawkesbury E	3	3–4	3–4	3–4	...
4 Longueuil	4	4	4–0	...	...
3 Plantagenet N	3–4	4–0	3–4	3–4	...
6 Plantagenet N	3–4	3–4	3	3	...
8 Plantagenet N	3	...	2	2	...
12 Plantagenet N	4	4–0	4–0	3–4	...
14, 16 Plantagenet N. and Alfred	3	...	4	2–3	...
9 Plantagenet S	3–4	4–0	4–0	...	...
12, 20 Plantagenet S	3	3–4	4	...	...
13 Cambridge	4–0	4–0	4–0	...	...
3 Clarence	2–3	2–3	2–3	2	...
18 Clarence and Cambridge	3	...	3	3	...
16, 23 Cumberland	0	4–0	4–0	4–0	...
Urban					
L'Orignal	3–4	4	3–4	3–4	3–4

APPENDIX B—TABLE 6—ENGLISH READING

R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
6 Gloucester	4	2–3	3	2–3	...
14 Gloucester	3–4	3–4	3–4	3–4	...
15 Gloucester	4	4–0	3–4	3–4	3
17 Gloucester	0	4	4	4	...
18 Gloucester	0	4–0	...	...	...
20 Gloucester	3–4	3–4	3–4	...	...
26 Gloucester	4	4	4	...	...
27 Gloucester	0	4–0	4	...	...
12 Osgoode	4	...	4	...	...
4 Winchester	4–0	4–0	4	...	...
15 Charlottenburgh	3–4	3	2–3	2–3	...
12 Kenyon	3–4	3–4	3	3	...
13 Kenyon	3	3	3	3	...
10 Lancaster	2	2	2	...	...
2 Lochiel	4	4	4	...	...
4 Lochiel	3	3	3	3	...
8 Lochiel	3	2–3	2–3	2–3	...
11 Lochiel	4	4–0	3–4	3–4	...
12B Lochiel	3–4	3–4	2–3	2–3	...
5 Finch	2–3	3–4	3	2–3	2–3
6 Finch	3–4	4	...	4	...
12 Finch	0	4–0	4–0	4	...
12 Roxborough	2–3	2–3	2–3	2–3	...
16 Roxborough	4	4	4	...	...
Urban					
Eastview—Girls' Class	3–4	3	3	3	...
Boys' Class	3–4	3–4	3	2–3	...
Alexandria	3	2–3	2–3	2–3	...
Lancaster—St. Joseph	2	2	2–3	2–3	2–3
Cornwall—Girls' Class	3	3	3	2–3	...
Boys' Class	3	4	3–4	3	...
*Pembroke—Cathedral School	2–3	2–3	2–3	...	...
St. John's	3–4	2–3	2–3	2–3	...

*Only French-speaking pupils examined.

TABLE 7—ENGLISH READING

Public Schools—Glengarry

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
15 Charlottenburgh	2–3	2–3	2–3	...	...
14 Lancaster	3	2–3	2	2–3	...

APPENDIX B—TABLE 8—ENGLISH READING

R.C.S.S.—Districts

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
1 Casgrain	4	...	...	...	...
3 Kendall	4	4	4	...	...
4 Calvert	2–3	2–3	2–3	2–3	...
3 Clute	3–4	3–4	2–3	...	...
1 Fauquier	4	4	4	...	...
2 Fauquier	4–0	4	4	...	...
3 Fauquier	4	4	4	...	...
3 Glackmeyer	4	4	4	...	...
4 Glackmeyer	4	4–0	4	3–4	...
5 Glackmeyer	4–0	4–0	4–0	...	...
7 Glackmeyer	(Closed)				
1 Haggart	(Closed)				
1 Lamarche and Fournier	4	4–0	3–4	...	...
1 Machim, Fauquier and Shackleton	4	4	4	...	...
1 O'Brien	2	2–3	2–3	2	...
2 O'Brien	4–0	4–0	4	...	...
3 O'Brien	4	4–0	4–0	...	...
1 Owens	4	3	2	...	...
1 Shackleton	4	4	4	...	...
2 Shackleton	(Closed)				
2 Stock	...	4	2–3	2–3	...
1 Taylor	4–0	4	3–4	...	...
2 Taylor	(Closed)				
0 Williamson	3–4	4–0	...	...	...
1 Bonfield	3	3	3–4	...	...
2A Bonfield	2–3	...	2–3	2–3	...
2B Bonfield	0	0	4–0	...	...
4 Bonfield	3–4	3	...	2	...
5 Bonfield	2–3	2–3	3	2	...
4 Bucke	2–3	3–4	3	3	...
1 Caldwell	3	3–4	3–4	3–4	2–3
2 Caldwell	3–4	3	3–4	...	...
4 Caldwell	3–4	4	4–0	4	...
2 Ferris	4	4	4	...	...
3 Ferris	4	...	4	3	...
4 Ferris	2	2–3	2–3	2	...
1 Field	4	3–4	3–4	3	...
1 McPherson and Caldwell	4–0	4	4	...	...
1 Papineau	3	3	2–3	2–3	...
2A Papineau	2–3	...	3	4	...
2B Papineau	4	3–4	4	2–3	...
1 Springer	2–3	3	3	3	...
2 Springer	3	3	3	3	...
5 Springer	4	3–4	3	3	...
2 Widdifield	3–4	4	3–4	2–3	...
1 Appleby, Casimir and Dunnet	4	4	4	2–3	...
1 Capreol	3–4	3	3–4	3	...
1 Dunnet	3	3	3	2–3	...
2 Dunnet	4	4	4	3–4	...
1 Merritt	2	2	2	2	...
2 Neelon	3–4	2–3	1–2	1–2	...
Urban					
Blind River	3	3–4	2–3	2–3	...
Chelmsford	3	3–4	3–4	3–4	2–3
Hearst	3–4	3	2–3	2	...
Sault Ste. Marie	2–3	2–3	3	2	1–2
Bonfield	3	3	3	2–3	...
Cache Bay	3	3	3–4	3	...

APPENDIX B—TABLE 8—ENGLISH READING—(Continued)

R.C.S.S.—Districts

Urban	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
Mattawa—Ste. Anne	3	2–3	2–3	2–3	2–3
North Bay—St. Mary	2–3	...	...	...	...
St. Joseph	2	2	2	...	...
St. Vincent	2–3	2–3	2	2	...
Sturgeon Falls	3	3	3–4	3–4	...
Sudbury	2–3	2–3	2–3	2–3	2
Cobalt	3–4	3–4	3	2–3	...
Cochrane	3–4	4	4	4	...
Haileybury	3	3	3	1–2	...
Iroquois Falls	2–3	2	2	2	...
New Liskeard	3	2	3	1–2	...
Timmins—St. Antoine	3	2–3	2–3	2–3	...
St. Charles	2–3	3	3	...	...

TABLE 9—ENGLISH READING

P.S.—Districts

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
1 Taylor	4–0	4	4–0	3–4	...
1 Williamson and Owens	3	3	2	...	...
2 Caldwell	4	4	4	4	...
3 Caldwell	4	4	4	4	...
3 East Ferris	4	4	3–4	3–4	...
2 Field	4	3–4	3	...	...
2 Kirkpatrick	2–3	2–3	...	...	...
1 McPherson	3–4	3	2–3	...	...
2 McPherson	2–3	2	...	2	...
4 Widdifield	4	...	4	...	...
8 Widdifield	3–4	...	3–4	3	...
2 Blezard	3–4	3	3–4	3	...
1 Broder and Dill	4	4	4	3–4	...
2 Dunnet	0	4–0	4	...	...
3 Dunnet	4–0	4	4	4	...
4 Dunnet	3	3	3	...	...
5 Dunnet	3	3	3	3	...
1 Hanmer	3	3	2	2	...
2 Hanmer	3	3–4	3–4	3–4	...
4 McKim	3–4	3–4	3–4	2–3	...
3 Neelon	2	2	2	...	...

APPENDIX B—TABLE 10—ENGLISH READING

Summary—Number of Schools with Various Gradings

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the number of schools with the grading indicated.

English Reading

Form I

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex & Kent		5	9	8	9	4			
P.S. Essex & Kent				8	4	1			
R.C.S.S., Ottawa		1	4	9	2				2
R.C.S.S., Prescott and Russell				3	6	20	20	13	39
P.S., Prescott and Russell				2	5	10	2	1	2
R.C.S.S., Carleton Dundas, Glengarry, Renfrew, Stormont			2	3	6	9	7	1	4
P.S., Glengarry				1	1				
R.C.S.S., Districts			4	12	14	11	18	5	1
P.S. Districts			1	2	5	4	6	2	1
Total		6	20	48	52	59	53	22	49

Form II

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex & Kent	1	4	9	9	10	2			
P.S. Essex & Kent			1	8	1		2		
R.C.S.S., Ottawa			1	7	5	5			
R.C.S.S., Prescott and Russell					2	19	34	47	1
P.S., Prescott and Russell			1	2	1	6	3	5	1
R.C.S.S., Carleton Dundas, Glengarry, Renfrew, Stormont			2	6	5	6	6	6	
P.S., Glengarry				2					
R.C.S.S., Districts			4	10	15	9	16	6	1
P.S. Districts			2	1	6	3	6	1	
Total	1	4	20	45	45	50	67	65	3

Form III

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex & Kent		2	14	7	9	1			
P.S. Essex & Kent			7	3	3				
R.C.S.S., Ottawa			1	8	3	4			
R.C.S.S., Prescott and Russell					8	21	28	47	
P.S., Prescott and Russell			2	1	4	6	2	6	
R.C.S.S., Carleton Dundas, Glengarry, Renfrew, Stormont			1	8	8	5	7	1	
P.S., Glengarry			1	1					
R.C.S.S., Districts		1	5	12	13	11	16	4	
P.S. Districts			3	1	3	5	6	1	
Total		3	34	41	51	53	59	59	

Form IV

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex & Kent		1	19	7	7				
P.S. Essex & Kent		1	6	5	1				
R.C.S.S., Ottawa			2	7	3				
R.C.S.S., Prescott and Russell				3	12	23	11	24	
P.S., Prescott and Russell			2	4	2	5		2	
R.C.S.S., Carleton Dundas, Glengarry, Renfrew, Stormont				11	5	3	3		
P.S., Glengarry				1					
R.C.S.S., Districts		3	9	14	8	5	3		
P.S. Districts			2	1	3	4	3		
Total		5	40	53	41	40	20	26	

Form V

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex & Kent			3	2					
P.S. Essex & Kent									
R.C.S.S., Ottawa		1		5	1				
R.C.S.S., Prescott and Russell				3		4	2		
P.S., Prescott and Russell						1			
R.C.S.S., Carleton Dundas, Glengarry, Renfrew, Stormont				2	1				
P.S., Glengarry									
R.C.S.S., Districts		1	1	3					
P.S. Districts									
Total		2	4	15	2	5	2		

APPENDIX B—TABLE 11—ENGLISH READING

Summary—Percentage of Schools with Various Gradings

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No Ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Form I									Form II									Form III								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		14.3	25.7	22.9	23.7	11.4				2.9	11.4	25.7	25.7	28.6	5.7					6.1	42.4	21.2	27.3	3.			
P.S., Essex and Kent				61.5	30.8	7.7						8.3	66.7	8.3		16.7					53.8	23.1	23.1				
R.C.S.S., Ottawa		5.6	22.2	50.	11.1				11.1			5.5	38.9	27.8	27.8						6.3	50.	18.7	25.			
R.C.S.S., Prescott and Russell				3.	5.9	19.8	19.8	12.9	38.6					1.9	18.5	33.	45.6	1.					7.7	20.2	26.9	45.2	
P.S., Prescott and Russell				9.1	22.7	45.5	9.1	4.5	9.1			5.3	10.5	5.3	31.6	15.8	26.3	5.2			9.5	4.8	19.	28.6	9.5	28.6	
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont			6.2	9.4	18.8	28.1	21.9	3.1	12.5			6.5	19.3	16.1	19.4	19.3	19.4				3.3	26.7	26.7	16.7	23.3	3.3	
P.S., Glengarry				50.	50.								100.								50.	50.					
R.C.S.S., Districts			6.2	18.5	21.5	16.9	27.7	7.7	1.5			6.6	16.4	24.6	14.8	26.2	9.8	1.6		1.6	8.1	19.4	21.	17.7	25.8	6.4	
P.S., Districts			4.7	9.5	23.8	19.1	28.6	9.5	4.8			10.5	5.2	31.6	15.8	31.6	5.3				15.8	5.3	15.8	26.3	31.6	5.2	

APPENDIX B—TABLE 11 (Continued)—ENGLISH READING

Summary—Percentage of Schools with Various Gradings

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Form IV									Form V								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	....	2.9	55.9	20.6	20.6	....	....	....	....	..	....	60.	40.	....	....	....	....	..
P.S., Essex and Kent	....	7.7	46.1	38.5	7.7	....	....	....	....	..	....	....	....	....	....	....	....	..
R.C.S.S., Ottawa	....	....	16.7	58.3	25.	....	....	....	....	..	14.3	....	71.4	14.3	....	....	....	..
R.C.S.S., Prescott and Russell	....	....	....	4.1	16.4	31.5	15.1	32.9	....	..	....	....	33.3	....	44.5	22.2	....	..
P.S., Prescott and Russell	....	....	13.3	26.7	13.3	33.3	....	13.4	....	..	....	....	....	....	100.	....	....	..
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	....	....	....	50.	22.7	13.6	13.7	....	....	..	....	....	66.7	33.3	....	....	....	..
P.S., Glengarry	....	....	....	100.	....	....	....	....	....	..	....	....	....	....	....	....	....	..
R.C.S.S., Districts	....	7.2	21.4	33.3	19.1	11.9	7.1	....	....	..	20.	20.	60.	....	....	....	....	..
P.S., Districts	....	....	15.4	7.7	23.1	30.8	23.	....	....	..	....	....	....	....	....	....	....	..

APPENDIX C—STANDING IN ORAL AND WRITTEN ENGLISH

TABLE I—ORAL AND WRITTEN ENGLISH

R.C.S.S., Essex and Kent

Rural	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
2, 5, 8 Anderdon	1–2	1–2	A	2	1–2	..	4	..	..	..	..	..	..	..	..	..	..
8, 20 Anderdon and Colchester	2	2	A	......	3	..	6	3	..	..	..	..	..	..	..	..	..
11 Anderdon	2	2	A	......	......	..	1	3	..	..	..	..	..	..	..	..	..
3B Colchester N.	2	2–3	A	......	2–3	..	2	2	1	..	..	..	..	..	..	..	..
3 Dover	2	2	A	1	2	..	..	..	..	..	..	..	3	..	..	..	..
7 Dover	1–2	......	A	......	3	..	4	4	1	..	..	..	..	..	..	..	..
9 Dover	2–3	3–4	B	4	4	..	..	1	1	..	..	..	..	..	..	..	..
1 Maidstone	2–3	2–3	B	2–3	3	..	2	1	1	..	..	..	..	..	..	..	..
6 Maidstone	2–3	3	A	2–3	3	..	..	1	..	..	..	..	..	..	..	..	..
3 Rochester	2–3	3	A	2–3	2–3	..	2	1	..	..	..	..	..	..	..	..	..
6 Rochester	2–3	3	A	3	3–4	..	2	3	13	..	..	..	..	..	..	..	..
17 Rochester	2	3	B	3	3–4	..	..	4	3	..	..	..	..	..	..	..	..
9, 14 Rochester and Tilbury W.	1–2	2–3	A	2–3	2–3	1	2	3	..	..	..	..	..	..	..	..	..
3 Sandwich E.	3	3	A	3	3–4	..	3	4	2	..	..	..	..	..	..	..	..
2 Sandwich S.	2–3	3	B	4	4	..	2	7	3	..	..	..	..	..	..	..	..
4 Sandwich W.	2	2–3	A	2–3	......	1	5	2	1	..	..	..	..	..	..	..	..
8 Sandwich W.	1–2	1–2	A	4	2–3	..	1	4	3	..	..	..	..	..	..	..	..
3 Tilbury E.	1–2	......	A	......	2–3	..	..	1	..	..	..	..	..	..	..	..	..
1 Tilbury N.	3	2	A	2–3	2	..	11	6	..	..	..	..	4	2	..	..	..
2 Tilbury N.	2–3	2–3	A	4	3	..	2	6	1	..	..	..	..	..	..	..	..
6 Tilbury N.	2–3	3–4	C	3	3–4	..	..	1	2	1	..	..	..	..	..	..	..

APPENDIX C—TABLE 1—ORAL AND WRITTEN ENGLISH—Continued

R.C.S.S., Essex and Kent

	Preliminary training in English Conversation and Oral Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Speak English in the last year at school. A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Preliminary training in Written English Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Write English. Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined. Composition											
				Spelling	Composition	Form IV						Form V					
RURAL	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
7 Tilbury N.	2–3	3	B	3	...	..	1	2	3	..	..	..	..	..	..	..	..
10, 11 Tilbury N. and Rochester	3	3	A	2	2	..	..	1	..	..	..	..	..	..	..	..	..
11 Tilbury N.	3	3–4	B	4	4	..	..	1	1	..	..	..	..	..	..	..	..
URBAN																	
Belle River	1	2	A	1	2	..	17	1	..	..	..	..	2	6	..	..	..
Ford—Notre Dame	2	1–2	A	1–2	1–2	..	17	12	6	..	..	..	..	..	..	..	..
St. Joseph	1–2	2–3	A	1–2	2	..	9	2	..	..	..	..	..	..	..	..	..
St. Jules	1–2	2	A	1	1–2	..	9	3	..	..	..	..	..	..	..	..	..
St. Rosaire	1–2	2	A	2–3	2–3	..	19	2	..	..	..	..	..	..	..	..	..
La Salle, Sacred Heart	2–3	3	A	3	2–3	..	12	2	1	.	..	..	..	..	..	..	..
Riverside—Ste. Cecile	2–3	2–3	A	2–3	2–3	..	..	..	..	..	..	..	..	..	..	..	..
St. Pierre	2–3	2–3	A	2–3	2–3	..	8	4	..	..	..	..	..	..	..	..	..
Ste. Therese	2	2–3	A	1	2	..	6	1	..	..	..	..	..	..	..	..	..
Sandwich	1–2	3	A	3	2–3	..	22	31	18	..	..	..	..	..	..	..	..
Tecumseh	2	2–3	A	2–3	2–3	..	18	7	7	..	..	..	7	2	..	..	..
Tilbury	2–3	2–3	A	2	3	..	14	5	3	..	..	..	..	..	..	..	..
*Windsor—Sacred Heart	...	...	A	...	...	..	..	..	..	..	..	..	..	..	..	..	..
Holy Name	...	...	A	...	...	..	16	9	..	..	..	..	..	..	..	..	..

*As these schools are practically English schools with provision for teaching French, a complete examination was not made.

APPENDIX C—TABLE 2—ORAL AND WRITTEN ENGLISH

Public Schools—Essex and Kent

Rural	Preliminary training in English Conversation and Oral Composition (Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.)		Ability to Speak English in the last year at school (A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak)	Preliminary training in Written English Composition (Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.)		Ability to Write English (Letters refer to grading: A, Excellent. B., Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.)											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
2, 5 Anderdon	2–3	2–3	A	. . . . . .	3	. .	5	2	1	. .	. .	. .	. .	. .	. .	. .	. .
6 Anderdon	2–3	3	A	2–3	3	. .	13	4	5	. .	. .	. .	. .	. .	. .	. .	. .
4 Dover	2–3	2–3	A	3–4	3	. .	2	1	. .	. .	. .	. .	. .	. .	. .	. .	. .
1 Maidstone and Rochester	3	3	B	3	3–4	. .	. .	3	1	. .	. .	. .	. .	. .	. .	. .	. .
3 Maidstone	2–3	4	A	4	3–4	. .	1	1	1	. .	. .	. .	. .	. .	. .	. .	. .
6 Rochester	2–3	. . . . . .	A	. . . . . .	3	. .	2	1	. .	. .	. .	. .	. .	. .	. .	. .	. .
5 Sandwich E.	2–3	2–3	A	2	2–3	. .	4	4	. .	. .	. .	. .	. .	. .	. .	. .	. .
6 Sandwich E.	3	4	A	2	2	. .	4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
2 Sandwich W.	2–3	3	A	4	2–3	. .	5	1	. .	. .	. .	. .	. .	. .	. .	. .	. .
6 Sandwich W.	2–3	2–3	A	1–2	2	. .	4	5	. .	. .	. .	. .	. .	. .	. .	. .	. .
8, 9 Sandwich W.	2	2	A	3–4	2	1	2	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
9 Sandwich W.	2–3	2–3	A	2–3	2–3	. .	4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
3 Tilbury N.	2–3	2–3	A	3	2–3	. .	5	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

APPENDIX C—TABLE 3—ORAL AND WRITTEN ENGLISH

R.C.S.S., Ottawa

Urban	Preliminary training in English Conversation and Oral Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Speak English in the last year at school. A, Speak with facility. B., Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Preliminary training in Written English Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Write English. Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined. Composition											
				Spelling	Composition	Form IV						Form V					
	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
Brébeuf	2–3	3	A	4	3–4	..	9	13	18	6	..	..	3	9	7	..	..
Duhamel	2	3–4	A	3–4	3–4	..	15	13	19	5	2	..	..	..	..	..	..
Garneau	1–2	2	A	2	3–4	2	4	9	11	..	..	..	..	..	..	..	..
Guigues	2	3	B	3–4	3–4	..	10	17	41	..	4	..	2	9	7	..	..
Mazenod	1–2	2–3	A	2	3–4	..	..	..	..	..	..	..	..	..	..	..	..
Sacré Coeur	2–3	3–4	A	3–4	3–4	..	6	5	4	..	..	..	..	..	..	..	..
Ste. Anne	1–2	3	A	1	3	4	19	12	4	2	2	..	12	7	2	..	..
St. Antoine	3	3–4	A	3–4	3	..	..	..	..	..	..	..	..	..	..	..	..
St. Charles	3	3	B	3–4	3–4	..	2	2	4	1	..	..	..	..	..	..	..
St. Charles, Eastview	3	3–4	B	4	3–4	..	..	..	..	..	..	..	..	..	..	..	..
St. Conrad	2	....	A	....	3–4	..	6	5	9	..	..	..	4	3	2	..	..
Ste. Famille	2	2–3	B	1–2	....	..	..	..	..	..	..	..	..	..	..	..	..
St. Francois	2	3–4	A	4	....	..	..	..	..	..	..	..	..	..	..	..	..
St. Gerard	2–3	3	A	3–4	3	..	..	..	..	..	..	..	..	..	..	..	..
St. Jean Baptiste	2	3	A	0	3	..	8	12	13	..	..	1	7	4	3	..	..
St. Pierre	1–2	2–3	A	4	3–4	..	..	7	3	..	..	..	..	..	..	..	..
St. Roch	2	3	A	4	....	..	..	..	..	..	..	..	..	..	..	..	..
St. Rosaire	2	1–2	B	2–3	3	..	7	2	18	..	..	..	3	6	4	..	..
Youville	1–2	3	A	3	3–4	7	9	11	11	1	..	..	11	11	16	4	2

APPENDIX C—TABLE 4—ORAL AND WRITTEN ENGLISH

R.C.S.S., Prescott and Russell

Rural	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B. Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
3 Alfred	3–4	0	D	0	4–0						6						
6 Alfred	3	4–0	D	0	4–0						2						
7 Alfred	3	4–0	C	3–4	4–0			1	1								
7, 8 Alfred	3–4	0	D	0	0				2								
8 Alfred	4–0	0	D	0	0			1	1	2							
9 Alfred	3–4	0	D	0	0						3						
10 Alfred	3–4	4	C	0	4–0				5	2	12			5	9	1	
12 Alfred	4	0	D	0	0				2		1						
13 Alfred	4–0	0	D	0	0					1	1						
14 Alfred	3–4	4–0	D	4	4–0				1								
15 Alfred	4	0	D	0	4–0				2								
1 Caledonia	4	3–4	C	0	4–0				3	1							
3, 4, 10 Caledonia	4	4–0	D	0	0												
7 Caledonia	4–0	0	D	0	0						6						
10 Caledonia	2–3	0	D	2	4												
12 Caledonia	0	0	D	3–4	4–0												
13 Caledonia	4	0	D	4	0												
2 Hawkesbury E.	4	4	C	3	4–0			2	1	2	2						
4 Hawkesbury E.	4	4–0	D	0	0				1	1	5						
6 Hawkesbury E.	3–4	4	C	4	0				1	1							
7 Hawkesbury E.	3	4–0	C	0	4–0			2	4	4	9		2	6	5	2	
10 Hawkesbury E.	4–0	4–0	C	0	0			1	2	2	2						
11 Hawkesbury E.	3–4		D		0				2		2						
12 Hawkesbury E.	4		D		0						2						

APPENDIX C—TABLE 4—ORAL AND WRITTEN ENGLISH

R.C.S.S., Prescott and Russell

Rural	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Exce'lent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
16 Hawkesbury E.	4–0	0	D	0	0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
17 Hawkesbury E.	2–3	4–0	D	0	4–0	. .	. .	. .	2	. .	3	. .	. .	. .	. .	. .	. .
19 Hawkesbury E.	4–0	0	C	0	4	. .	. .	. .	1	. .	. .	. .	. .	. .	. .	. .	. .
3 Hawkesbury E.	4–0	0	D	0	0	. .	. .	. .	. .	. .	4	. .	. .	. .	. .	. .	. .
3 Hawkesbury W.	3	3	C	0	4	. .	. .	. .	1	. .	1	. .	. .	. .	. .	. .	. .
Longueuil	4–0	4–0	D	0	0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
4 Longueuil W.	4	0	D	4	0	. .	. .	. .	. .	. .	2	. .	. .	. .	. .	. .	. .
7 Longueuil	4–0	0	D	0	0	. .	. .	. .	1	. .	2	. .	. .	. .	. .	. .	. .
1 Plantagenet N.	3–4	0	D	0	0	. .	. .	. .	. .	. .	4	. .	. .	. .	. .	. .	. .
2 Plantagenet N.	3–4	4–0	D	0	4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
4 Plantagenet N.	2–3	0	D	0	0	. .	. .	. .	. .	. .	5	. .	. .	. .	. .	. .	. .
5 Plantagenet N.	4–0	...	D	...	0	. .	. .	. .	1	. .	1	. .	. .	. .	. .	. .	. .
8 Plantagenet N.	4	4–0	D	0	4–0	. .	. .	. .	. .	1	3	. .	. .	. .	. .	. .	. .
6 Plantagenet N.	4–0	0	D	4	...	. .	. .	. .	1	1	. .	. .	. .	. .	. .	. .	. .
7 Plantagenet N.	2–3	4–0	C	0	4	. .	. .	1	6	. .	. .	. .	. .	. .	. .	. .	. .
9 Plantagenet N.	2	3–4	C	0	4	. .	. .	1	1	1	. .	. .	. .	. .	. .	. .	. .
12 Plantagenet N.	3–4	4	C	4	4–0	. .	. .	. .	1	. .	. .	. .	. .	. .	. .	. .	. .
13 Plantagenet N.	0	4–0	D	0	4–0	. .	. .	. .	. .	. .	5	. .	. .	. .	. .	. .	. .
15 Plantagenet N.	3–4	0	C	4	0	. .	. .	. .	2	. .	. .	. .	. .	. .	. .	. .	. .
4 Plantagenet S.	2–3	2–3	B	4	3–4	. .	. .	4	5	. .	. .	. .	. .	. .	. .	. .	. .
6, 7 Plantagenet S.	...	0	D	0	4–0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
7 Plantagenet S.	4	0	C	0	4	. .	. .	. .	5	3	3	. .	. .	1	3	. .	. .
8 Plantagenet S.	0	0	D	0	0	. .	. .	. .	. .	. .	12	. .	. .	. .	. .	. .	. .
9 Plantagenet S.	4	0	D	0	0	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
11 Plantagenet S.	3–4	4–0	D	0	4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .

12 Plantagenet S.	(Closed)																
15 Plantagenet S.	4	4–0	D	0	4–0					1	2						
16 Plantagenet S.	4	0	D	0	0						2						
1 Cambridge	2–3	3	A	0	4			1									
3 Cambridge	3–4	4	C	2–3	4				2								
4 Cambridge	3	4–0	D	0	4–0						1						
6, 7 Cambridge	4–0	0	D	0	4					2	1						
6 Cambridge	4	4–0	C	0	0			4	1		3						
10 Cambridge		0	D	0	0						3						
11, 13 Cambridge	3–4	4	D	0	4				1	1	1						
13 Cambridge		4–0	D	0	4–0						6						
14 Cambridge	0	0	D	0	0						4						
15 Cambridge	0	0	D	0	4–0												
16 Cambridge	3–4	4	D	0	4				1								
20 Cambridge	4–0	0	D	0	0												
21 Cambridge	0	4–0	D	0	4–0												
3 Clarence	3–4	4–0	D	4	4–0				2		3						
5 Clarence	4	4	D	4	0				3	3	8					14	2
6 Clarence	3	3–4	D	2–3	4–0			2	2	5	3				1	4	
8 Clarence	2–3	4	C	0	4				3								
11 Clarence	4	4	D	4	4												
12 Clarence	3–4	4	D	0	4				2								
13 Clarence	0	0	D	0	0												
14 Clarence	2–3	4–0	D	0	4–0												
15 Clarence	3	4–0	C	0	4–0			1	4	4	6						
16 Clarence	4	4	D	0	0												
17 Clarence	2–3		D		0												
18 Clarence	3–4	4–0	C	0	4–0				1	4							
19 Clarence	0	0	D	0	0						3						
20 Clarence	4	4	D	4	0						1						
21 Clarence	3	4	C	0	0				1	1							
22 Clarence	4–0	0	D	0	4–0				1	1							
24 Clarence	0	0	D	0	0												
1 Cumberland	4–0	4–0	D	4	4–0												
2 Cumberland	4	4–0	D	0													
6, 10 Cumberland	4–0	4	D	3	4												
7 Cumberland	3–4	3–4	D	0	4–0				1								
11 Cumberland	3–4	4	D	0	4–0					1							
14 Cumberland	3	4	C	4	4	1		3	1								
15 Cumberland	3–4	4–0	D	0	4–0												
1, 12 Russell and Winchester	4–0	4–0	D	0	0												
4 Russell	2–3	4–0	D	0	4–0												
5, 9 Russell and Cambridge	4–0	4–0	D	0	0					1	4						
6 Russell	2–3	0	B	0	4		7	11	10	7	7						
7 Russell	4	0	D	0	4–0												

APPENDIX C—TABLE 4—ORAL AND WRITTEN ENGLISH—Continued

R.C.S.S., Prescott and Russell

Rural	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
8 Russell	3–4	0	D	0	4	..	..	..	..	..	..	..	..	..	..	..	..
12, 11 Russell and Cambridge	3	3–4	C	3–4	4	..	..	1	1	..	..	..	..	..	..	..	..
13 Russell	3	4	D	3	4	..	..	..	..	..	..	..	..	..	..	..	..
14 Russell	3–4	0	D	0	4–0	..	..	..	..	..	..	..	..	..	..	..	..
16 Russell	3–4	4–0	D	4	4–0	..	..	..	..	..	..	..	..	..	..	..	..
19, 22 Russell and Cambridge	4–0	4–0	D	0	0	..	..	..	..	..	..	..	..	..	..	..	..
Urban																	
Hawkesbury																	
Bonsecours	3–4	4	C	4	....	..	..	..	..	..	..	..	..	..	..	..	..
Sacred Heart	3–4	4	C	4	4–0	..	2	5	9	6	7	..	..	1	18	6	..
St. Joseph	3–4	4	C	4	4–0	..	..	5	7	14	16	..	1	4	11	8	1
Vankleek Hill	3	3	A	3–4	3–4	2	12	3	5	1	3	..	..	..	..	..	..
Casselman	3	3–4	C	4	4–0	..	1	4	8	..	9	..	1	5	9	..	..
Rockland:																	
Sacred Heart	3–4	4	C	4	4	..	1	7	10	12	..	..	..	..	..	..	..
Ste. Famille	3–4	....	C	....	3–4	..	..	..	..	..	..	..	..	..	..	..	..
St. Joseph	3–4	4	C	4	4	..	1	1	5	12	17	..	..	5	16	4	..

APPENDIX C—TABLE 5—ORAL AND WRITTEN ENGLISH
Public Schools—Prescott and Russell

Rural	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
1, 5 Alfred	2–3	3	B	4	2–3	..	1	..	2	..	..	..	..	..	..	..	..
4 Alfred	3	3	C	0	3–4	..	..	..	..	..	..	..	..	..	..	..	..
2 Caledonia	3–4	3–4	A	2–3	3–4	..	..	2	..	..	..	..	..	..	..	..	..
3 Caledonia	3–4	4–0	D	0	...	..	..	..	..	..	..	..	..	..	..	..	..
10 Caledonia	4–0	4–0	C	0	4–0	..	..	..	2	..	..	..	..	..	..	..	..
15 Hawkesbury E.	2–3	3–4	B	2	4	..	..	..	..	..	..	..	..	..	..	..	..
18 Hawkesbury E.	4–0	0	D	0	0	..	..	..	..	..	2	..	..	..	..	..	..
19 Hawkesbury E.	3–4	3–4	C	0	4	..	..	1	1	..	..	..	..	..	..	..	..
20 Hawkesbury E.	2–3	0	D	4	4–0	..	..	..	..	1	2	..	..	..	..	..	..
4 Longueuil	3–4	0	D	0	0	..	..	..	..	..	..	..	..	..	..	..	..
3 Plantagenet N.	4	4–0	D	0	4–0	..	..	..	6	2	5	..	..	..	..	..	..
6 Plantagenet N.	3–4	3–4	A	4	3–4	1	5	5	23	4	6	..	..	..	..	..	..
8 Plantagenet N.	3	...	A	...	2	..	3	..	..	..	..	..	..	..	..	..	..
12 Plantagenet N.	4–0	0	D	0	0	..	..	1	5	..	3	..	..	..	..	..	..
14, 16 Plantagenet N.	2–3	...	B	...	4	..	1	2	1	..	..	..	..	..	..	..	..
9 Plantagenet S.	3–4	4–0	D	0	4–0	..	..	..	..	..	..	..	..	..	..	..	..
12, 20 Plantagenet S. and Roxborough	2–3	3–4	D	1	4–0	..	..	..	..	..	..	..	..	..	..	..	..
13 Cambridge	4–0	0	D	0	0	..	..	..	..	..	..	..	..	..	..	..	..
3 Clarence	2–3	2–3	A	2–3	2–3		2	4	..	..	..	..	..	..	..	..	..
18 Clarence and Cambridge	3	...	B	...	4	..	..	1	1	4	..	..	..	..	..	..	..
16, 23 Cumberland and Clarence	4–0	4–0	D	0	4–0	..	..	..	1	1	..	..	..	..	..	..	..
Urban																	
L'Orignal	3–4	4	C	0	4–0	..	..	3	4	7	4	1	2	1	1	..	..

APPENDIX C—TABLE 6—ORAL AND WRITTEN ENGLISH

R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont

Rural	Preliminary training in English Conversation and Oral Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Speak English in the last year at school. A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Preliminary training in Written English Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Write English. Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined. Composition											
				Spelling	Composition	Form IV						Form V					
	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
6 Gloucester	2–3	3	B	1	4	..	..	8	13	4	..	..	..	..	..	..	..
14 Gloucester	3	3–4	C	0	4–0	..	..	..	1	3	1	..	..	..	..	..	..
15 Gloucester	4	4–0	A	4	4–0	..	..	1	3	3	7	..	..	1	..	..	..
17 Gloucester	4	0	D	0	0	..	..	..	..	3	5	..	..	..	..	..	..
18 Gloucester	4	4–0	D	0	....	..	..	..	..	..	..	..	..	..	..	..	..
20 Gloucester	3–4	4	C	4	4	..	..	..	..	..	..	..	..	..	..	..	..
26 Gloucester	4	4	D	0	0	..	..	..	..	..	..	..	..	..	..	..	..
27 Gloucester	4–0	4–0	D	0	4–0	..	..	..	..	..	..	..	..	..	..	..	..
12 Osgoode	3–4	....	D	....	4–0	..	..	..	..	..	..	..	..	..	..	..	..
4 Winchester	4–0	4–0	D	0	4	..	..	..	..	..	..	..	..	..	..	..	..
15 Charlottenburgh	2–3	2–3	A	1–2	2–3	2	5	2	1	..	..	..	..	..	..	..	..
12 Kenyon	3	3	B	4	3	..	..	..	3	..	..	..	..	..	..	..	..
13 Kenyon	3	3	B	3	3–4	..	..	1	2	..	..	..	..	..	..	..	..
10 Lancaster	2	2	A	2	3	..	..	..	..	..	..	..	..	..	..	..	..
2 Lochiel	4	4	D	0	4–0	..	..	..	..	..	..	..	..	..	..	..	..
4 Lochiel	2–3	3	B	1	3–4	..	..	1	3	..	..	..	..	..	..	..	..
8 Lochiel	3	3	A	3	3–4	..	1	5	2	..	..	..	..	..	..	..	..
11 Lochiel	3	4–0	C	0	4	..	1	1	2	1	..	..	..	..	..	..	..
12B Lochiel	2–3	3–4	A	3–4	4	..	1	3	2	..	..	..	..	..	..	..	..
5 Finch	2–3	3–4	B	0	3–4	1	2	5	1	..	..	..	4	..	..	..	..
6 Finch	3	4–0	D	4	....	..	..	..	2	..	2	..	..	..	..	..	..
12 Finch	4	0	D	0	0	..	..	..	..	2	1	..	..	..	..	..	..

12 Roxborough	2–3	3	A	1	3	2	2	1	1	..	..	..	..	..	..	..	..
16 Roxborough	4	4	D	0	4	..	..	..	..	..	..	..	..	..	..	..	..
URBAN																	
Eastview—Girls' Class	3–4	3	B	3–4	3–4	..	2	4	1	1	..	..	..	..	..	..	..
Boys' Class	3–4	3–4	B	0	3–4	2	3	2	..	..	1	..	..	..	..	..	..
Alexandria	2–3	2–3	A	1	2–3	..	10	17	7	..	..	..	..	..	..	..	..
Lancaster—St. Joseph	2	2	A	2	3	..	6	3	5	..	..	..	5	4	2	..	..
Cornwall—Girls' School	3–4	4	A	2	3	3	16	12	6	..	..	..	..	..	..	..	..
Boys' School	3	3–4	A	0	3–4	3	12	17	18	3	..	..	..	..	..	..	..
*Pembroke—Cathedral School	2–3	2–3	A	2–3	3	..	..	..	..	..	..	..	..	..	..	..	..
St. John's	2–3	3	A	3	3	1	3	..	..	..	..	..	..	..	..	..	..

*Only French-speaking pupils examined.

APPENDIX C—TABLE 7—ORAL AND WRITTEN ENGLISH

Public Schools—Glengarry

	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
RURAL	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
15 Charlottenburgh	2–3	2–3	A	2	3	..	..	..	..	..	..	..	..	..	..	..	..
14 Lancaster	3	2–3	A	1–2	2	1	1	..	..	..	..	..	..	..	..	..	..

APPENDIX C—TABLE 8—ORAL AND WRITTEN ENGLISH

R.C.S.S., Districts

Rural	Preliminary training in English Conversation and Oral Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Speak English in the last year at school. A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Preliminary training in Written English Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Write English. Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined. Composition											
				Spelling	Composition	Form IV						Form V					
	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
1 Casgrain	4	...	D	...	...												
3 Kendall	4	0	D	2–3	4–0												
4 Calvert	3	3	A	2–3	3		10	5	1								
3 Clute	3	4	A	0	2												
1 Fauquier	4	4	D	1	4–0												
2 Fauquier	4–0	4	D	0	4												
3 Fauquier	4	4	C	2	4												
3 Glackmeyer	4	4	C	...	4												
4 Glackmeyer	4	4–0	C	0	4				1								
5 Glackmeyer	4–0	0	D	0	0												
7 Glackmeyer	(School	Closed)															
1 Haggart	(School	Closed)															
1 Lamarche and Fournier	4–0	0	D	0	4												
1 Machim, Fauquier and Shackleton	4	4	D	2	4												
1 O'Brien	2	2–3	A	1	3–4		12	2	1								
2 O'Brien	4–0	4–0	D	1	4–0												
3 O'Brien	4	4–0	D	3–4	4–0												
1 Owens	4	3	A	3	2–3												
1 Shackleton	4	4	C	2–3	4												
2 Shackleton	(School	Closed)															
2 Stock	...	4	B	3–4	3–4				1								
1 Taylor	4	4	D	1–2	4–0												

2 Taylor	(School	Closed)															
0 Williamson	4	0	D	3–4	...												
1 Bonfield	3	3	C	1	4												
2A Bonfield	2	...	A	...	4			2									
2B Bonfield	0	0	D	0	0												
4 Bonfield	3–4	3	A	4	...		4	1	4								
5 Bonfield	2–3	2–3	A	3–4	4		3	1	1								
4 Bucke	2–3	3	B	2	3–4		6	1	6								
1 Caldwell	3	4	B	2–3	4–0		4	7	17	5	6		2	5	4		
2 Caldwell	3–4	3–4	C	4	4												
6 Caldwell	3–4	4–0	D	4	4–0				1								
2 Ferris	4	4	C	1	4												
3 Ferris	4	...	C	...	4–0				1	1							
4 Ferris	1–2	2–3	A	2	2–3		1	2									
1 Field and Badgerow	4	4	B	1	3–4		3	2	7	1							
1 McPherson and Caldwell	4–0	4–0	D	0	4–0												
1 Papineau	3	3	B	2–3	2–3			1									
2A Papineau	2–3	...	C	...	4					1							
2B Papineau	4	3–4	B	2	4			1									
1 Springer	2–3	3	A	3–4	4			2	2	2							
2 Springer	3	3–4	A	3–4	3–4		1	2	1								
5 Springer	4	4	B	4	4			1									
2 Widdifield	3–4	3–4	A	0	4		1										
1 Appleby, Casimir and Dunnet	4	4	A	0	4		1	1	1								
1 Capreol	3–4	3	A	1	4–0		5	6	3	1	3						
1 Dunnet	2–3	2–3	A	1–2	3		7	2	4	2							
2 Dunnet	4	4–0	B	0	4				3	1	1						
1 Merritt	2	2	A	1	2–3	4	22	11	2								
2 Neelon	3	2–3	A	1–2	2		14	10	2								
URBAN																	
Blind River	2–3	3–4	A	2	3		13	10	2								
Chelmsford	3	3–4	B	4	4–0		3	4	3	10	2				2		
Hearst	3–4	3–4	A	2–3	2	1	6	3	1								
Sault Ste. Marie	2	2–3	A	2–3	2–3	4	18	11	7			1	6				
Bonfield	2–3	2–3	A	2–3	3–4		12	2	4								
Cache Bay	3	3	B	4	4		1	3	2	1							
Mattawa—Ste. Anne	2–3	4	A	1–2	2–3		26	9	2				10	3	1		
North Bay—St. Mary	2–3	...	A	...	...												
St. Joseph	2	2–3	A	2–3	2–3												
St. Vincent	2–3	2–3	A	2–3	2–3		29	25	13								

APPENDIX C—TABLE 8—ORAL AND WRITTEN ENGLISH

R.C.S.S., Districts—Continued

Urban	Preliminary training in English Conversation and Oral Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Speak English in the last year at school. A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Preliminary training in Written English Composition. Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Ability to Write English. Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined. Composition											
				Spelling	Composition	Form IV						Form V					
	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
Sturgeon Falls	3	3	B	3	4	..	10	21	29	9	2	..	..	..	..	..	..
Sudbury	2	2–3	A	3	3	2	31	23	20	6	1	2	13	9	5	..	..
Cobalt	2–3	3	A	3–4	3–4	2	16	14	19	2	2	..	..	..	..	..	..
Cochrane	3	4–0	B	0	4	..	..	..	4	2	1	..	..	..	..	..	..
Haileybury	3	3	A	3	3	..	8	5	4	..	..	..	..	..	..	..	..
Iroquois Falls	2–3	2	A	1	2–3	1	10	7	1	..	..	..	..	..	..	..	..
New Liskeard	2–3	2–3	A	4	3–4	..	..	..	..	..	..	..	..	..	..	..	..
Timmins—St. Antoine	2–3	2–3	A	1	3	6	21	18	2	..	..	..	..	..	..	..	..
St. Charles	2–3	3–4	A	2–3	3	..	..	..	..	..	..	..	..	..	..	..	..

APPENDIX C—TABLE 9—ORAL AND WRITTEN ENGLISH

Public Schools—Districts

Rural	Preliminary training in English Conversation and Oral Composition		Ability to Speak English in the last year at school	Preliminary training in Written English Composition		Ability to Write English											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
	Form I	Form II		Form II	Form III	Form IV						Form V					
						A	B	C	D	E	F	A	B	C	D	E	F
1 Taylor	4–0	0	C	4	4–0	...	...	...	1	...	...	...	...	...	...	...	...
1 Williamson and Owens	3	3	A	3	2–3	...	...	...	...	...	...	...	...	...	...	...	...
2 Caldwell	4	4	D	0	4	...	...	...	2	...	...	...	...	...	...	...	...
3 Caldwell	4	4–0	D	4	4–0	...	...	...	3	1	...	...	...	...	...	...	...
3 East Ferris	4	4	B	0	4–0	...	...	1	3	1	...	...	...	...	...	...	...
2 Field	3	3–4	B	0	4	...	...	...	...	...	...	...	...	...	...	...	...
2 Kirkpatrick	2–3	3	A	2–3	...	...	...	...	...	...	...	...	...	...	...	...	...
1 McPherson	3	3–4	B	1	4	...	...	...	...	...	...	...	...	...	...	...	...
2 McPherson	2–3	2–3	A	1	...	...	3	...	...	...	...	...	...	...	...	...	...
4 Widdifield	4	...	C	...	4	...	...	...	...	...	...	...	...	...	...	...	...
8 Widdifield	3	...	B	...	4	...	...	...	...	1	...	...	...	...	...	...	...
2 Blezard	3–4	4	B	4	4–0	...	...	1	4	5	2	...	...	...	...	...	...
1 Broder and Dill	4	4	C	0	4–0	...	2	...	1	1	...	...	...	...	...	...	...
2 Dunnet	4–0	4–0	D	0	4–0	...	...	...	...	...	...	...	...	...	...	...	...
3 Dunnet	4–0	4–0	B	0	0	...	...	...	1	...	...	...	...	...	...	...	...
4 Dunnet	3	3	B	3	4	...	...	...	...	...	...	...	...	...	...	...	...
5 Dunnet	3	3	B	1–2	4	...	...	...	2	...	...	...	...	...	...	...	...
1 Hanmer	3	2–3	A	2	2–3	...	4	1	...	...	...	...	...	...	...	...	...
2 Hanmer	2–3	4	B	3	4–0	...	...	1	2	...	...	...	...	...	...	...	...
4 McKim	3–4	3–4	B	3–4	4	...	...	1	1	...	...	...	...	...	...	...	...
3 Neelon	2	2	A	2	3	...	...	...	...	...	...	...	...	...	...	...	...

APPENDIX C—TABLE 10—SUMMARY—ABILITY TO SPEAK ENGLISH

	Preliminary Training in English Conversation and Oral Composition. Grading shown at the head of columns below: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability. Figures opposite each group of schools show the number of schools with the grading indicated.																		Ability to Speak English in the last year at school. Grading shown at head of columns below: A, Ability to speak well. B, Ability to speak, but with limited vocabulary and many mistakes. C, Ability to answer simple questions, but no sustained conversation. D, Inability to speak. Figures opposite each group of schools show the number of schools with the grading indicated.			
	Form I									Form II												
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	A	B	C	D
R.C.S.S., Essex and Kent	1	9	9	13	4	..	..	..	..	..	3	7	11	10	3	..	..	..	31	6	1	....
P.S., Essex and Kent	..	..	1	10	2	..	..	..	..	..	..	1	6	3	..	2	..	..	12	1	....	....
R.C.S.S., Ottawa	..	5	8	3	3	..	..	..	..	..	1	1	3	8	5	..	..	..	14	5	...	....
R.C.S.S., Prescott and Russell	..	..	1	11	13	30	21	19	9	..	..	..	1	3	6	23	31	38	2	2	29	74
P.S., Prescott and Russell	..	..	..	6	3	7	1	5	..	..	..	..	1	2	5	1	5	5	4	4	4	10
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	..	..	2	9	7	5	7	2	..	..	..	2	3	8	5	5	6	2	12	7	3	10
P.S., Glengarry	..	..	..	1	1	..	..	..	..	..	..	..	2	..	..	..	..	..	2	...	...	...
R.C.S.S., Districts	..	1	6	15	12	6	19	5	1	..	..	2	12	12	8	15	7	5	31	12	9	14
P.S., Districts	..	..	1	3	7	2	5	3	..	..	..	1	2	4	3	5	3	1	5	10	3	3
Total	1	15	28	71	52	50	53	34	10	..	4	14	41	50	35	51	52	51	113	47	49	111

APPENDIX C—TABLE 11—SUMMARY—ABILITY TO WRITE ENGLISH

	Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability to write. Figures opposite each group of schools show the number of schools with the grading indicated.																		Grading shown at head of columns below: A, Excellent; B, Good; C, Fair; D, Poor; E, Very Poor; F, No ability to write. Figures opposite each group of schools show the number of written compositions with the grading indicated.											
	Spelling									Composition									Composition											
	Form II									Form III									Form IV						Form V					
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	A	B	C	D	E	F	A	B	C	D	E	F
R.C.S.S., Essex and Kent	4	2	3	10	7	...	5	...	...	...	3	6	11	6	4	3	...	...	2	217	140	71	1	...	...	16	10	...	...	...
P.S., Essex and Kent	...	1	2	2	2	2	2	...	...	...	...	3	4	4	2	...	...	...	1	51	22	8	...	...	...	...	...	...	...	...
R.C.S.S., Ottawa	1	1	2	1	1	6	5	...	1	...	...	...	...	5	11	...	...	...	13	95	108	155	15	8	1	42	49	41	4	2
R.C.S.S., Prescott and Russell	...	...	1	2	3	4	21	...	71	...	...	...	...	...	3	24	37	40	3	24	61	136	98	208	...	4	27	72	39	3
P.S., Prescott and Russell	1	...	1	2	...	...	3	...	12	...	...	1	2	...	3	4	7	4	1	12	19	46	19	22	1	2	1	1	...	...
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	4	1	3	1	3	2	4	...	13	...	...	...	2	7	7	6	5	3	14	64	83	73	20	17	...	9	5	2	...	...
P.S., Glengarry	...	1	1	...	...	...	...	...	...	...	...	1	...	1	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...
R.C.S.S., Districts	10	4	6	11	4	7	7	...	11	...	...	3	9	7	8	22	11	2	20	298	215	172	44	18	3	31	17	12	...	...
P.S., Districts	2	1	2	1	3	1	3	...	6	...	...	...	2	1	...	8	7	1	...	9	5	20	9	2	...	...	...	...	...	...
Total	22	11	21	30	23	22	50	...	114	...	3	14	30	31	38	67	67	50	55	771	653	681	206	275	5	104	109	128	43	5

APPENDIX C—TABLE 12—SUMMARY IN PERCENTAGES—ABILITY TO SPEAK ENGLISH—FORMS I AND II

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentages of schools with the grading indicated.

	Preliminary Training in English Conversation and Composition																	
	Form I									Form II								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	2.8	25.	25.	36.1	1.14	.....	.....	.....	.....	.....	8.8	20.6	32.4	29.4	8.8	.....	.....	.....
P.S., Essex and Kent	.....	.....	7.7	76.9	15.8	.....	.....	.....	.....	.....	.....	8.3	50.	25.	.....	16.7	.....	.....
R.C.S.S., Ottawa	.....	26.3	42.1	15.8	15.5	.....	.....	.....	.....	.....	5.6	5.5	16.7	44.4	27.8	.....	.....	.....
R.C.S.S., Prescott and Russell	.....	.....	1.	10.6	12.6	28.8	20.2	18.3	8.6	.....	.....	.....	1.	2.9	5.9	22.5	30.4	37.3
P.S., Prescott and Russell	.....	.....	.....	27.3	13.	31.8	4.6	22.7	.....	.....	.....	.....	5.3	10.5	26.3	5.3	26.3	26.3
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	.....	.....	6.3	28.1	21.9	15.6	21.9	6.2	.....	.....	.....	6.5	9.7	25.8	16.1	16.1	19.3	6.5
P.S., Glengarry	.....	.....	.....	50.	50.	.....	.....	.....	.....	.....	.....	.....	100.	.....	.....	.....	.....	.....
R.C.S.S., Districts	.....	1.6	9.2	23.1	18.5	9.2	29.2	7.7	1.5	.....	.....	3.3	19.7	19.7	13.1	24.6	11.4	8.2
P.S., Districts	.....	.....	4.8	14.3	33.3	9.5	23.8	14.3	.....	.....	.....	5.3	10.5	21.	15.8	26.3	15.8	5.3

APPENDIX C—TABLE 13—SUMMARY IN PERCENTAGES—ABILITY TO WRITE ENGLISH—FORMS II AND III

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentages of schools with the grading indicated.

	Preliminary Training in Written English Composition																	
	Spelling									Composition								
	Form II									Form III								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	12.9	6.4	9.7	32.3	22.6	.....	16.1	.....	.....	.....	9.1	18.2	33.3	18.2	12.1	9.1	.....	.....
P.S., Essex and Kent	.....	9.1	18.2	18.2	18.2	18.2	18.1	.....	.....	.....	.....	23.1	30.8	30.7	15.4	.....	.....	.....
R.C.S.S., Ottawa	5.6	5.5	11.1	5.6	5.5	33.3	27.8	.....	5.6	.....	.....	.....	.....	31.3	68.7	.....	.....	.....
R.C.S.S., Prescott and Russell	.....	.....	1.	2.	2.9	3.9	20.6	.....	69.6	.....	.....	.....	.....	.....	2.9	23.1	35.6	38.4
P.S., Prescott and Russell	5.3	.....	5.3	10.5	.....	.....	15.8	.....	63.1	.....	.....	4.8	9.5	.....	14.3	19.	33.3	19.1
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	12.9	3.2	9.7	3.2	9.7	6.5	12.9	.....	41.9	.....	.....	.....	6.7	23.3	20.3	20.	16.7	10.
P.S., Glengarry	.....	50.	50.	.....	.....	.....	.....	.....	.....	.....	.....	50.	.....	50.	.....	.....	.....	.....
R.C.S.S., Districts	16.6	6.7	10.	18.3	6.7	11.7	11.7	.....	18.3	.....	.....	4.8	14.5	11.3	12.9	35.5	17.8	3.2
P.S., Districts	10.6	5.2	10.6	5.2	15.8	5.2	15.8	.....	31.6	.....	.....	.....	10.6	5.2	.....	42.1	36.9	5.2

APPENDIX C—TABLE 14—SUMMARY IN PERCENTAGES—ABILITY TO SPEAK AND WRITE ENGLISH IN LAST YEAR AT SCHOOL

	Ability to Speak English				Ability to Write English											
	Letters refer to grading: A, Ability to speak well; B, Ability to speak, but with limited vocabulary and many mistakes; C, Ability to answer simple questions, but no sustained conversation; D, Inability to speak. Figures opposite each group of schools show the percentage of schools with the grading indicated.				Letters refer to grading: A, Excellent; B, Good; C, Fair; D, Poor; E, Very Poor; F, No ability to write. Figures opposite each group of schools show the percentage of pupils having the grading indicated.											
					Form IV						Form V					
	A	B	C	D	A	B	C	D	E	F	A	B	C	D	E	F
R.C.S.S., Essex and Kent	81.6	15.8	2.6	....	.5	49.5	32.3	17.5	.2	.....	.....	61.5	58.5	.....	.....	.....
P.S., Essex and Kent	92.3	7.7	....	....	1.2	62.2	26.8	9.8	.....	.....	.....	.....	.....	.....	.....	.....
R.C.S.S., Ottawa	73.7	26.3	....	....	3.3	24.1	27.4	39.3	3.8	2.1	.7	30.2	35.3	29.5	2.9	1.4
R.C.S.S., Prescott and Russell	1.9	1.9	27.1	69.1	.6	4.5	11.5	25.7	18.5	39.2	.....	2.8	18.6	49.6	26.9	2.1
P.S., Prescott and Russell	18.2	18.2	18.2	45.4	.8	10.1	16.	38.6	16.	18.5	20.	40.	20.	20.	.....	.....
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	37.5	21.9	9.4	31.2	5.2	23.6	30.6	26.9	7.4	6.3	.....	56.3	31.2	12.5	.....	.....
P.S., Glengarry	100.	....	....	....	50.	50.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
R.C.S.S., Districts	47.	18.2	13.6	21.2	2.6	38.9	28.	22.4	5.7	2.4	4.8	49.2	27.	19.	.....	.....
P.S., Districts	23.8	47.6	14.3	14.3	.....	20.	11.1	44.5	20.	4.4	.....	.....	.....	.....	.....	.....

APPENDIX D—STANDING IN FRENCH READING

TABLE 1—FRENCH READING

R.C.S.S.—Essex and Kent

RURAL	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
2, 5, 8 Anderdon	2	2	2	2	...
8, 20 Anderdon and Colchester	2	3	3–4	3–4	...
11 Anderdon	0	3	...	4	...
3B Colchester N.	4	3–4	3–4	3–4	...
3 Dover	3–4	1	2	...	2
7 Dover	1–2	...	2–3	2–3	...
9 Dover	3	3	3	3	...
1 Maidstone	3	3–4	3	2–3	...
6 Maidstone	2	3	2–3	3	...
3 Rochester	2	3–4	2–3	2	...
6 Rochester	1–2	3	3–4	2–3	...
17 Rochester	4	4	4	4	...
9, 14 Rochester and Tilbury N.	2–3	3	2–3	2–3	...
3 Sandwich E.	3	3	3–4	2–3	...
2 Sandwich S.	2	3	3–4	3	...
4 Sandwich W.	3–4	3	...	3	...
8 Sandwich W.	1–2	2–3	3–4	3–4	...
3 Tilbury E.	...	2	2	2	...
1 Tilbury N.	3	2	2–3	2–3	2–3
2 Tilbury N.	2–3	2–3	2	2	...
6 Tilbury N.	3–4	3–4	3–4	3–4	...
7 Tilbury N.	2–3	2	...	4	...
10, 11 Tilbury N. and Rochester	2–3	3	2	2–3	...
11 Tilbury N.	3	3	3	3	...
URBAN					
Belle River	3	2–3	3	2–3	2–3
Ford—Notre Dame	1–2	3–4	3	3	3
St. Joseph	3	3	2	2	...
St. Jules	1–2	3	2	...	...
St. Rosaire	2	2–3	2–3	2–3	...
La Salle—Sacred Heart	3	2–3	2–3	2–3	...
Riverside—Ste. Cecile	2–3	2	2	...	...
St. Pierre	2–3	2–3	2	2	...
Ste. Therese	2	2	3–4	3–4	...
Sandwich	2–3	3	3	3	...
Tecumseh	3	2–3	2–3	2–3	2–3
Tilbury	2	3	2–3	2–3	...
*Windsor—Sacred Heart	...	4	4	3	...
Holy Name	...	...	4	2–3	...

*As these schools are practically English schools with provision for teaching French, a complete examination was not made.

APPENDIX D—TABLE 2—FRENCH READING

Public Schools—Essex and Kent

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
2, 5 Anderdon	2–3	3–4	3	3	. . .
6 Anderdon	3	2–3	2–3	2–3	. . .
4 Dover	4	3–4	2–3	2–3	. . .
1 Maidstone and Rochester	3	3	2–3	2–3	. . .
3 Maidstone	. . .	. . .	4	4	. . .
6 Rochester	4	. . .	3–4	3–4	. . .
5 Sandwich E	2–3	3–4	3	3	. . .
6 Sandwich E	3	. . .	2	2	. . .
2 Sandwich W	. . .	. . .	4	4	. . .
6 Sandwich W	3	3	3	3–4	. . .
8, 9 Sandwich W	2–3	3	2–3	2–3	. . .
9 Sandwich W	. . .	. . .	4	4	. . .
3 Tilbury N	2–3	3	2	2	. . .

TABLE 3—FRENCH READING

R.C.S.S.—Ottawa

Urban	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
Brébeuf	2	2–3	2	2	1–2
Duhamel	2	2	1–2	1–2	. . .
Garneau	1–2	1–2	2	2	. . .
Guigues	2–3	2–3	2	2	2
Mazenod	2	2	1–2	. . .	. . .
Sacré Coeur	2	2–3	2–3	2–3	. . .
Ste. Anne	1–2	1–2	1–2	1–2	1–2
St. Antoine	3	2–3	2	. . .	. . .
St. Charles	2	2	2–3	2	. . .
St. Charles (Eastview)	2	2	2	. . .	. . .
St. Conrad	2	. . .	2–3	2	1–2
Ste. Famille	2	2	. . .	. . .	. . .
St. Francois	2	2	. . .	. . .	. . .
St. Gerard	3	2	1–2	. . .	. . .
St. Jean Baptiste	2	2–3	2–3	2	2
St. Pierre	1–2	2	2	2	. . .
St. Roch	3	3	. . .	. . .	. . .
St. Rosaire	1–2	1–2	2	1–2	2
Youville	1–2	1–2	2	1–2	2

APPENDIX D—TABLE 4—FRENCH READING

R.C.S.S.—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
3 Alfred	3	3	2–3	3	...
6 Alfred	2–3	3	3	3	...
7 Alfred	3	3	3	3	...
7, 8 Alfred	4	3–4	3–4	3	...
8 Alfred	2–3	3–4	2–3	2–3	...
9 Alfred	3	3	3	3	...
10 Alfred	3	3	3	3	2–3
12 Alfred	3	3	3	2–3	...
13 Alfred	3	3–4	2–3	3	...
14 Alfred	2–3	2–3	2–3	2–3	...
15 Alfred	3	3	3	3	...
1 Caledonia	2–3	3	3	2–3	...
3, 4, 10 Caledonia	4	2–3	2–3	...	...
7 Caledonia	3–4	3–4	3	3	...
10 Caledonia	3–4	3–4	2–3	...	...
12 Caledonia	4	3–4	3	...	...
13 Caledonia	3	3	3	...	...
2 Hawkesbury E	3	3	2–3	2–3	...
4 Hawkesbury E	3	3–4	3–4	3–4	...
6 Hawkesbury E	3	3	3	3	...
7 Hawkesbury E	3	2–3	2–3	2–3	2–3
10 Hawkesbury E	4	3	3	2	...
11 Hawkesbury E	4	...	3	3	...
12 Hawkesbury E	3	...	3	3	...
15 Hawkesbury E	3	3–4	3–4	...	...
16 Hawkesbury E	2–3	3	3	3	...
17 Hawkesbury E	3–4	3	2–3	2–3	...
19 Hawkesbury E	3–4	3–4	3	3	...
3 Hawkesbury W	3	3–4	3–4	3	...
3 Longueuil	3	3–4	3–4	...	...
4 Longueuil W	2–3	3	3	3	...
7 Longueuil	3	3–4	3	2–3	...
1 Plantagenet N	3–4	3–4	3–4	3–4	...
2 Plantagenet N	3–4	3	2–3	...	...
4 Plantagenet N	2–3	3	3	3	...
5 Plantagenet N	3	...	4	3–4	...
6 Plantagenet N	3	3	3	2–3	...
7 Plantagenet N	3–4	3–4	...	3	...
8 Plantagenet N	2–3	2–3	3	3	...
9 Plantagenet N	2	3	3	3	...
12 Plantagenet N	2	3	3	2–3	...
13 Plantagenet N	4	3–4	3	3	...
15 Plantagenet N	3–4	3	3	2–3	...
4 Plantagenet S	3	3	3	3	...
6, 7 Plantagenet S	...	3	2–3	...	...
7 Plantagenet S	3	3	3	2–3	2–3
8 Plantagenet S	3–4	3–4	3–4	3	...
9 Plantagenet S	3–4	3	3	...	...
11 Plantagenet S	3–4	3–4	3	...	...
12 Plantagenet S	(Closed)				
15 Plantagenet S	4	3–4	3	3	...
16 Plantagenet S	4	3	3	3	...
1 Cambridge	2–3	3	3	2–3	...
3 Cambridge	3	3	3	2–3	...
4 Cambridge	3–4	3	3	3	...
6 Cambridge	3–4	3	3	3	...
6, 7 Cambridge	3–4	3–4	3	2–3	...
10 Cambridge	...	3–4	3–4	3	...
11, 13 Cambridge	3	3	3	3	...

APPENDIX D—TABLE 4—FRENCH READING—(Continued)

R.C.S.S.—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
13 Cambridge	...	3	3	3	...
14 Cambridge	4	3–4	3–4	3	...
15 Cambridge	3	3–4	3	...	...
16 Cambridge	4	3	3	3	...
20 Cambridge	3–4	3	3	...	...
21 Cambridge	4	3	3	...	...
3 Clarence	3	2–3	2–3	2–3	...
5 Clarence	3	3	3	2	2–3
6 Clarence	3	3	3	2–3	2–3
8 Clarence	3	3–4	3–4	3	...
11 Clarence	2–3	3–4	3	...	...
12 Clarence	2–3	2–3	3	3–4	...
13 Clarence	3–4	3	3	...	...
14 Clarence	3	3	3	...	...
15 Clarence	3	2–3	2–3	2–3	...
16 Clarence	2–3	3	3	...	...
17 Clarence	3–4	...	3–4	...	...
18 Clarence	2–3	3	3	3	...
19 Clarence	3	3–4	2–3	3	...
20 Clarence	3–4	3–4	3	3	...
21 Clarence	2–3	2	2–3	2	...
22 Clarence	2–3	3	3	2–3	...
24 Clarence	3	3	2–3	...	...
1 Cumberland	4	3	3	...	...
3 Cumberland	2–3	3	...	...	...
7 Cumberland	3–4	3–4	4	3	...
6, 10 Cumberland	3	3	3	...	...
11 Cumberland	3–4	3	3	3	...
14 Cumberland	3–4	3	2–3	2–3	...
15 Cumberland	3	3	3	...	...
1, 12 Russell	3–4	3–4	3	...	...
4 Russell	3–4	3–4	3–4	...	...
5, 9 Russell	4	3–4	3	3	...
6 Russell	2–3	2	2–3	3	...
7 Russell	4	3–4	3–4	...	...
8 Russell	3	3–4	3	...	...
12, 11 Russell	2–3	3	2–3	2–3	...
13 Russell	3–4	3–4	3	...	...
14 Russell	3	3–4	3	...	...
16 Russell	3–4	3	3	...	...
19, 22 Russell	3	3	3	...	...
Urban					
Hawkesbury—Bonsecours	2	2–3	...	...	...
Sacred Heart	2–3	2–3	2–3	2	2
St. Joseph	2	2–3	2–3	2–3	2–3
Vankleek Hill	3–4	3	2–3	2–3	...
Casselman Village	2–3	3	3	2–3	2–3
Rockland—Sacred Heart	3	2–3	2	2	...
Ste. Famille	2–3	2–3	2	...	...
St. Joseph	3–4	3	3	2–3	2

APPENDIX D—TABLE 5—FRENCH READING

Public Schools—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
1, 5 Alfred	3–4	3–4	3–4	3	. . .
4 Alfred	3–4	3	3	. . .	. . .
2 Caledonia	3–4	2–3	2–3	3	. . .
3 Caledonia	4	3–4	. . .	. . .	. . .
10 Caledonia	2–3	2–3	2–3	2	. . .
15 Hawkesbury E	2–3	3–4	3	. . .	. . .
18 Hawkesbury E	3–4	3–4	3–4	3–4	. . .
19 Hawkesbury E	3–4	3–4	3–4	3–4	. . .
20 Hawkesbury E	3	3	2–3	2–3	. . .
4 Longueuil	3–4	3–4	3	. . .	. . .
3 Plantagenet N	2–3	4	3–4	3	. . .
6 Plantagenet N	3–4	3–4	3–4	3–4	. . .
8 Plantagenet N	3	. . .	3	3	. . .
12 Plantagenet N	4	3–4	4	3–4	. . .
14, 16 Plantagenet N	3–4	. . .	3–4	2–3	. . .
9 Plantagenet S	3–4	3–4	3	. . .	. . .
12, 20 Plantagenet S	3–4	3	3	. . .	. . .
13 Cambridge	3	3	3	. . .	. . .
3 Clarence	3–4	3	4	3	. .
18 Clarence and Cambridge	3	. . .	2–3	2–3	. . .
16, 23 Cumberland	4	4	4	4	. . .
Urban					
L'Orignal	3	3–4	2–3	2–3	3

APPENDIX D—TABLE 6—FRENCH READING

R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
6 Gloucester	3–4	3	3–4	3–4	...
14 Gloucester	3	3	2–3	2–3	...
15 Gloucester	3	3–4	3	2–3	2–3
17 Gloucester	3–4	3–4	3	3	...
18 Gloucester	4	3	...	...	...
20 Gloucester	3	3	3	...	...
26 Gloucester	2–3	3	3	...	...
27 Gloucester	4	3	2–3	...	...
12 Osgoode	3–4	...	3–4	...	...
4 Winchester	3–4	3	...	...	...
15 Charlottenburgh	4–0	4–0	4	4	...
12 Kenyon	3	3	3	3–4	...
13 Kenyon	3–4	4	4	4	...
10 Lancaster	3–4	4	4	...	...
2 Lochiel	3–4	3	3	...	...
4 Lochiel	3	3–4	3	3	...
8 Lochiel	3	3	3	3	...
11 Lochiel	4	3–4	3–4	3–4	...
12b Lochiel	4–0	3–4	2–3	2–3	...
5 Finch	2–3	3–4	3	3	3
6 Finch	3	3–4	...	3–4	...
12 Finch	4	3–4	3	3	...
12 Roxborough	2–3	2–3	2–3	2–3	...
16 Roxborough	3	3	3–4	...	...
Urban					
Eastview—Girls' Class,	3	3	3	3	...
Boys' Class	3–4	3–4	2–3	2–3	...
Alexandria	4	4	4	4	...
Lancaster—St. Joseph,	4–0	4	4	...	...
Cornwall—Girls' Class,	4	3	3	3–4	...
Boys' Class	3	4	4	3	...
*Pembroke—Cathedral School	3–4	3	4	...	...
St. John's	4	4	4	4	...

*Only French-speaking pupils examined.

TABLE 7—FRENCH READING

Public Schools—Glengarry

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.				
	Form I	Form II	Form III	Form IV	Form V
15 Charlottenburgh	3	3–4	3	...	...
14 Lancaster	3–4	3–4	...	3	..

APPENDIX D—TABLE 8—FRENCH READING

R.C.S.S.—Districts

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
1 Casgrain	3	...	...	...	...
3 Kendall	3	2–3	3	...	...
4 Calvert	3	2–3	3	2–3	...
3 Clute	2–3	3	2–3	...	...
1 Fauquier	2–3	2–3	2–3	...	...
2 Fauquier	4	3	3	...	...
3 Fauquier	2–3	2–3	2–3	...	...
3 Glackmeyer	3	3	3	...	...
4 Glackmeyer	3	3	2–3	2–3	...
5 Glackmeyer	3–4	2–3	2–3	...	...
7 Glackmeyer	(Closed)				
1 Haggart	(Closed)				
1 Lamarche and Fournier	4	3	2–3	...	..
1 Machim, Fauquier and Shackleton	3–4	3	2–3	...	...
1 O'Brien	2	2–3	2–3	2	...
2 O'Brien	3–4	3	2–3	...	...
3 O'Brien	3–4	3	3	...	...
1 Owens	3–4	3	2–3	...	...
1 Shackleton	2–3	2–3	2–3	...	...
2 Shackleton	(Closed)				
2 Stock	...	3	2–3	2–3	...
1 Taylor	3–4	3	2–3	...	...
2 Taylor	(Closed)				
1 Bonfield	3	3	2–3	...	...
2A Bonfield	3	...	3	3	...
2B Bonfield	3–4	3	3	...	...
4 Bonfield	3	3	...	2–3	...
5 Bonfield	2–3	3	2–3	2–3	...
4 Bucke	2–3	4	2–3	3–4	...
1 Caldwell	3	2–3	2–3	3	2
2 Caldwell	3	3	3	...	...
4 Caldwell	3–4	3	3	3	...
2 Ferris	3	3	2–3	...	...
3 Ferris	3–4	...	2–3	2–3	...
4 Ferris	2	2–3	2–3	2	...
1 Field	3	2–3	2–3	2–3	...
1 McPherson and Caldwell	3	3	3	...	...
1 Papineau	3	3	3–4	2–3	...
2A Papineau	2–3	...	...	4	...
2B Papineau	3	3	3	2–3	...
1 Springer	2–3	3–4	3	3	...
2 Springer	3	3	3	2–3	...
5 Springer	3–4	3–4	3	3	...
2 Widdifield	3	2–3	3–4	2	...
1 Appleby, Casimir and Dunnet	3	3	2–3	2	...
1 Capreol	3–4	2–3	2–3	2–3	...
1 Dunnet	3	3	3	2–3	...
2 Dunnet	2–3	3	2–3	2–3	...
1 Merritt	3	3	3	3	...
2 Neelon	3–4	3–4	3	3	...
Urban					
Blind River	3	2–3	3	2–3	...
Chelmsford	3	2–3	2–3	2–3	2–3
Hearst	3	3	2–3	2–3	...
Sault Ste. Marie	3–4	3–4	3–4	3–4	3–4

APPENDIX D—TABLE 8—FRENCH READING—(Continued)

R.C.S.S.—Districts

Urban	Figures refer to grading: 1, Excellent; 2, Good: 3, Fair; 4, Poor; 0, No ability.				
	Form I	Form II	Form III	Form IV	Form V
Bonfield	3–4	3–4	3	2–3	...
Cache Bay	3	3	3	3	...
Mattawa—Ste. Anne	3–4	3–4	3–4	3–4	3-4
North Bay—St. Mary	3–4	...	...	...	...
St. Joseph	2–3	3	3–4	...	...
St. Vincent	3–4	3	3	3	...
Sturgeon Falls	3–4	3	2–3	2–3	...
Sudbury	2–3	2–3	2–3	2–3	2
Cobalt	3	2–3	2–3	2–3	...
Cochrane	3	3	3	3	...
Haileybury	3–4	3	3	2–3	...
Iroquois Falls	2–3	2–3	...	3–4	...
New Liskeard	2–3	3–4	3–4	...	...
Timmins—St. Antoine	2–3	3	3	2–3	...
St. Charles	2–3	3	2–3	...	...

TABLE 9—FRENCH READING

Public Schools—District

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability				
	Form I	Form II	Form III	Form IV	Form V
1 Taylor	3–4	3	3	3	...
1 Williamson and Owens	4	3–4	2–3	...	...
2 Caldwell	3	3–4	3–4	3	...
3 Caldwell	3–4	3	3	2–3	...
3 East Ferris	4	4	3	3	...
2 Field	3	2–3	2–3	...	...
2 Kirkpatrick	3–4	2–3	...	...	...
1 McPherson	3	2–3	2–3	...	...
2 McPherson	2–3	2–3	...	2–3	...
4 Widdifield	4	...	3–4	...	...
8 Widdifield	3–4	...	3	2–3	...
2 Blezard	3	2–3	3	2–3	...
1 Broder and Dill	3	3	3	2–3	...
2 Dunnet	3	3	2–3	...	...
3 Dunnet	3	3	3	2–3	...
4 Dunnet	3–4	3	3	...	...
5 Dunnet	3	3	3	2–3	...
1 Hanmer	2	2	2	2	...
2 Hanmer	3	3	3	3	...
4 McKim	3–4	3	2–3	2–3	...
3 Neelon	2–3	...	2–3	...	...

APPENDIX D—TABLE 10—FRENCH READING—SUMMARY—NUMBER OF SCHOOLS WITH VARIOUS GRADINGS

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show number of schools with the grading indicated.

Form I

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		5	8	7	9	3	2	...	1
P.S., Essex and Kent				4	4	...	2	...	
R.C.S.S., Ottawa		5	10	1	3	...	...	...	
R.C.S.S., Prescott and Russell		...	4	21	38	27	14	...	
P.S., Prescott and Russell				3	5	11	3	...	
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont				3	10	9	7	3	
P.S., Glengarry				...	1	1	...	...	
R.C.S.S., Districts		...	2	15	26	19	2	...	
P.S., Districts		...	1	2	9	6	3	...	
Total		10	25	56	105	76	33	3	1

Form II

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	1	...	6	7	15	5	2	...	
P.S., Essex and Kent				1	4	3	...	...	
R.C.S.S., Ottawa		4	8	5	1	...	...	...	
R.C.S.S., Prescott and Russell		...	2	12	55	34	...	...	
P.S., Prescott and Russell				2	5	10	2	...	
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont				1	14	9	6	1	
P.S., Glengarry				...	...	2	...	...	
R.C.S.S., Districts				17	35	7	1	...	
P.S., Districts		...	1	5	9	2	1	...	
Total	1	4	17	50	138	72	12	1	

Form III

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		...	9	9	6	8	3	...	
P.S., Essex and Kent		...	2	4	3	1	3	...	
R.C.S.S., Ottawa		4	8	4	...	...	...	...	
R.C.S.S., Prescott and Russell		...	2	22	65	13	2	...	
P.S., Prescott and Russell				5	7	6	3	...	
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont				5	12	4	8	...	
P.S., Glengarry				...	1	...	...	...	
R.C.S.S., Districts				30	24	6	...	...	
P.S., Districts		...	1	6	10	2	...	...	
Total		4	22	85	128	40	19	...	

Form IV

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		...	6	13	8	5	3	...	
P.S., Essex and Kent		...	2	4	2	2	3	...	
R.C.S.S., Ottawa		4	7	1	...	...	...	...	
R.C.S.S., Prescott and Russell		...	5	25	40	4	...	...	
P.S., Prescott and Russell		...	1	4	5	4	1	...	
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont				5	7	5	4	...	
P.S., Glengarry				...	1	...	...	...	
R.C.S.S., Districts		...	4	22	10	4	1	...	
P.S., Districts		...	1	8	4	...	...	...	
Total		4	26	82	77	24	12	...	

Form V

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		...	1	3	1	...		...	
P.S., Essex and Kent				...		...		...	
R.C.S.S., Ottawa		3	4	...		...		...	
R.C.S.S., Prescott and Russell		...	2	7		...		...	
P.S., Prescott and Russell				...	1	...		...	
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont				1	1	...		...	
P.S., Glengarry				...		...		...	
R.C.S.S., Districts		...	2	1		2		...	
P.S., Districts				...		...		...	
Total		3	9	12	3	2		...	

APPENDIX D—TABLE 11—FRENCH READING—SUMMARY—PERCENTAGE OF SCHOOLS WITH VARIOUS GRADINGS

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentages of schools with the grading indicated.

	Form I									Form II									Form III								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		14.3	22.9	20.	25.7	8.6	5.7		2.8	2.8		16.7	19.4	41.7	13.9	5.5					25.7	25.7	17.1	22.9	8.6		
P.S., Essex and Kent				40.	40.		20.						12.5	50.	37.5						15.4	30.7	23.1	7.7	23.1		
R.C.S.S., Ottawa		26.3	52.6	5.3	15.8						22.2	44.4	27.8	5.6						25.	50.	25.					
R.C.S.S., Prescott and Russell			3.8	20.2	36.5	26.	13.5					1.9	11.7	53.4	33.						1.9	21.2	62.5	12.5	1.9		
P.S., Prescott and Russell				13.6	22.7	50.	13.7						10.5	26.3	52.7	10.5						23.8	33.3	28.6	14.3		
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont				9.4	31.2	28.1	21.9	9.4					3.2	45.2	29.	19.4	3.2					17.2	41.4	13.8	27.6		
P.S., Glengarry					50.	50.									100.								100.				
R.C.S.S., Districts			3.1	23.5	40.6	29.7	3.1						28.3	58.3	11.7	1.7						50.	40.	10.			
P.S., Districts			4.8	9.5	42.8	28.6	14.3					5.6	27.8	50.	11.1	5.5					5.3	31.6	52.6	10.5			

	Form IV									Form V								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent			17.1	37.1	22.9	14.3	8.6					20.	60.	20.				
P.S., Essex and Kent			15.4	30.8	15.4	15.4	23.											
R.C.S.S., Ottawa		33.3	58.3	8.4							42.9	57.1						
R.C.S.S., Prescott and Russell			6.8	33.8	54.	5.4						22.2	77.8					
P.S., Prescott and Russell			6.7	26.7	33.3	26.6	6.7							100.				
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont				23.8	33.3	23.8	19.1						50.	50.				
P.S., Glengarry					100.													
R.C.S.S., Districts			9.8	53.6	24.4	9.8	2.4					40.	20.		40.			
P.S., Districts			7.7	61.5	30.8													

APPENDIX E—STANDING IN ORAL AND WRITTEN FRENCH

TABLE 1—ORAL AND WRITTEN FRENCH

R.C.S.S., Essex and Kent

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
2, 5, 8 Anderdon	2	A	3	2–3	..	1	5	..	4	..	..	..	..	..	..	..
8, 20 Anderdon and Colchester	3	B	3–4	4	..	..	..	4	16	..	..	..	..	..	..	..
11 Anderdon	3	C	4	...	..	..	..	..	..	4	..	..	..	..	..	..
3B Colchester N	3	C	3	0	..	..	..	..	1	4	..	..	..	..	..	..
3 Dover	2	A	2	3–4	..	..	..	..	..	..	..	1	..	2	1	..
7 Dover	...	A	...	4–0	..	..	1	5	..	..	..	..	..	..	..	..
9 Dover	3	A	4	4–0	..	..	..	4	..	..	..	..	..	..	..	..
1 Maidstone	2–3	B	4	4	..	..	1	3	..	..	..	..	..	..	..	..
6 Maidstone	3	B	4	0	..	..	1	..	..	..	..	..	..	..	..	..
3 Rochester	3	A	...	3	..	..	2	..	..	..	..	..	..	..	..	..
6 Rochester	3	A	3	4–0	..	1	4	6	6	..	..	..	..	..	..	..
17 Rochester	2–3	B	3–4	0	..	..	..	..	..	4	..	..	..	..	..	..
9, 14 Rochester and Tilbury N	2–3	A	2	4	..	..	1	..	2	..	..	..	..	..	..	..
3 Sandwich E	2–3	A	3	0	..	..	1	4	..	..	..	..	..	..	..	..
2 Sandwich S	3	B	4	4–0	..	..	..	5	6	..	..	..	..	..	..	..
4 Sandwich W	2–3	B	4	...	..	..	..	4	4	..	..	..	..	..	..	..
8 Sandwich W	...	B	4	4–0	..	..	..	2	6	..	..	..	..	..	..	..
3 Tilbury E	...	B	...	4–0	..	..	..	1	..	..	..	..	..	..	..	..
1 Tilbury N	2–3	A	2–3	4	..	..	..	15	2	..	..	1	..	4	..	..
2 Tilbury N	2–3	A	4	4	1	2	4	1	..	..	..	..	..	..	..	..

APPENDIX E—TABLE 1—ORAL AND WRITTEN FRENCH—Continued

R.C.S.S., Essex and Kent

	Preliminary training in Oral French Composition		Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
						Form IV						Form V					
RURAL	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
6 Tilbury N.	3		B	4	4–0	..	..	..	2	..	1	..	..	..	..	..	..
7 Tilbury N.	3		A	3	....	..	..	..	1	3	..	..	..	..	..	..	..
10, 11 Tilbury N. and Rochester	2–3		A	3	3	..	..	..	1	..	..	..	..	..	..	..	..
11 Tilbury N.	2–3		B	3	4–0	..	..	..	2	..	..	..	..	..	..	..	..
URBAN																	
Belle River	3		B	3–4	4–0	..	..	2	8	3	..	..	..	1	2	3	..
Ford—Notre Dame	3–4		A	4	2–3	..	1	..	17	9	..	..	..	..	4	5	..
St. Joseph	3		A	3	4–0	..	..	..	3	2	..	..	..	..	..	..	..
St. Jules	2		A	3–4	4	..	..	2	3	5	..	..	..	..	..	..	..
St. Rosaire	....	....	A	3–4	4–0	..	..	3	11	5	..	..	..	..	..	..	..
La Salle—Sacred Heart	2–3		A	3–4	4	..	..	..	5	4	..	..	..	..	..	..	..
Riverside—Ste. Cecile	2–3		A	3–4	4–0	..	..	..	..	..	..	..	..	..	..	..	..
St. Pierre	2–3		A	4	4–0	..	..	..	4	3	..	..	..	..	..	..	..
Ste. Therese	2–3		A	2–3	0	..	..	..	..	..	7	..	..	..	..	..	..
Sandwich	4		A	4	4–0	1	2	1	6	21	..	..	..	..	..	..	..
Tecumseh	2–3		A	3	4–0	..	1	2	13	4	..	..	..	1	5	3	..
Tilbury	3		A	4	4	..	..	2	10	4	..	..	..	..	..	..	..
*Windsor—Sacred Heart	2		B	1	4–0	..	1	..	3	2	..	..	..	..	..	..	..
Holy Name	2		B	1	3–4	..	..	..	..	..	..	..	..	..	..	..	..

*As these schools are practically English schools with provision for teaching French, a complete examination was not made.

APPENDIX E—TABLE 2—ORAL AND WRITTEN FRENCH

Public Schools, Essex and Kent

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
2, 5 Anderdon	3–4	A	...	4–0			1	1	5	1						
6 Anderdon	3	A	4	4–0				6	7							
4 Dover	2–3	A	4	4–0				4								
1 Maidstone and Rochester	2–3	B	4	4			1									
3 Maidstone	(Not taught)															
6 Rochester	...	B	...	4–0			1	1								
5 Sandwich E	3	B	4	4–0					5							
6 Sandwich E	...	A	...	4				2	1							
2 Sandwich W	4	B	0	0						6						
6 Sandwich W	2–3	A	0	0					9							
8, 9 Sandwich W	...	A	0	4–0		1	2									
9 Sandwich W	3–4	B	0	0						4						
3 Tilbury N	2–3	A	4	3		1	1									

APPENDIX E—TABLE 3—ORAL AND WRITTEN FRENCH

R.C.S.S., Ottawa

Urban	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
Brébeuf	2–3	A	3	3	4	27	14	2	..	..	2	13	4	..	..	..
Duhamel	2	A	2	2–3	31	34	12	..	..	..	..	..	..	..	..	..
Garneau	2	A	1–2	3–4	4	7	6	7	..	..	..	..	..	..	..	..
Guigues	2	A	2	3	8	27	24	11	..	..	1	7	10	..	..	..
Mazenod	1–2	A	1	3–4	..	..	..	..	..	..	..	..	..	..	..	..
Sacré Coeur	2–3	A	4	3–4	3	3	7	2	..	..	..	..	..	..	..	..
Ste. Anne	1–2	A	1	2–3	19	22	3	..	..	..	15	4	2	..	..	..
St. Antoine	2–3	A	1–2	3	..	..	..	..	..	..	..	..	..	..	..	..
St. Charles	2	A	2–3	3	..	4	6	..	..	..	..	..	..	..	..	..
St. Charles (Eastview)	2	A	2–3	3–4	..	..	..	..	..	..	..	..	..	..	..	..
St. Conrad	....	A	....	3	4	11	4	1	..	..	1	1	7	..	..	..
Ste. Famille	2	A	1	....	..	..	..	..	..	..	..	..	..	..	..	..
St. Francois	2	A	1–2	....	..	..	..	..	..	..	..	..	..	..	..	..
St. Gerard	3	A	3–4	3	..	..	..	..	..	..	..	..	..	..	..	..
St. Jean Baptiste	2–3	A	4	3–4	2	8	13	10	..	..	2	6	5	1	..	..
St. Pierre	1–2	A	1–2	2–3	..	7	5	1	..	..	..	..	..	..	..	..
St. Roch	....	A	3–4	....	..	..	..	..	..	..	..	..	..	..	..	..
St. Rosaire	1–2	A	2	2–3	1	18	8	1	..	..	3	7	2	..	..	..
Youville	2	A	1	2–3	10	20	10	3	..	..	12	18	11	3	..	..

APPENDIX E—TABLE 4—ORAL AND WRITTEN FRENCH

R.C.S.S., Prescott and Russell

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
3 Alfred	3	A	4	2–3		1	3	3								
6 Alfred	3	A	4	2–3		2										
7 Alfred	3	A	1–2	3–4		1	1									
7, 8 Alfred	3	A	2–3	3–4				2								
8 Alfred	3	A	3–4	3–4		3	1									
9 Alfred	3	A	3–4	3		1	1	1								
10 Alfred	3	A	3	3–4	2	10	5	3			4	7	4			
12 Alfred	3	A	2	4		1	2									
13 Alfred	3	A	3–4	3				2								
14 Alfred	3	A	1	3–4			1									
15 Alfred	3	A	4	4		2	3	2								
1 Caledonia	2–3	A	3–4	4		2	2									
3, 4, 10 Caledonia	2–3	A	1	3												
7 Caledonia	3–4	A	0	3–4		1	1	4								
10 Caledonia	2–3	A	1	4												
12 Caledonia	4	A	3–4	3												
13 Caledonia	3–4	A	1	3												
2 Hawkesbury E.	2–3	A	2	4		1	1	4								
4 Hawkesbury E.	3	A	0	4			3	4								
6 Hawkesbury E.	3	A	1	4		2										
7 Hawkesbury E.	3	A	3	3		5	6	8				3	9	4		
10 Hawkesbury E.	3	A	3–4	3–4		2	5									
11 Hawkesbury E.	...	A	...	3		1	1	2								

APPENDIX E—TABLE 4—ORAL AND WRITTEN FRENCH—Continued

R.C.S.S., Prescott and Russell

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
12 Hawkesbury E	....	A	....	4	. .	. .	1	1	. .	. .	. .	. .	. .	. .	. .	. .
15 Hawkesbury E	3–4	A	3–4	4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
16 Hawkesbury E	3	A	4	4	. .	. .	2	3	. .	. .	. .	. .	. .	. .	. .	. .
17 Hawkesbury E	3	A	1–2	3	1	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
19 Hawkesbury E	3	A	2–3	3–4	. .	. .	2	2	. .	. .	. .	. .	. .	. .	. .	. .
3 Hawkesbury W	3	A	0	4	. .	1	. .	1	. .	. .	. .	. .	. .	. .	. .	. .
3 Longueuil	3	A	0	4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
4 Longueuil W	3–4	A	3–4	3–4	. .	. .	. .	2	. .	. .	. .	. .	. .	. .	. .	. .
7 Longueuil	3	A	3	3–4	. .	1	1	1	. .	. .	. .	. .	. .	. .	. .	. .
1 Plantagenet N	3–4	A	3–4	4	. .	. .	. .	5	. .	. .	. .	. .	. .	. .	. .	. .
2 Plantagenet N	3	A	4	3–4	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
4 Plantagenet N	2–3	A	3–4	4	. .	. .	3	2	. .	. .	. .	. .	. .	. .	. .	. .
5 Plantagenet N	....	A	....	4	. .	. .	. .	2	. .	. .	. .	. .	. .	. .	. .	. .
6 Plantagenet N	3	A	3–4	4	. .	. .	2	2	. .	. .	. .	. .	. .	. .	. .	. .
7 Plantagenet N	3–4	A	3–4	....	. .	. .	2	. .	. .	. .	. .	. .	. .	. .	. .	. .
8 Plantagenet N	2–3	A	2	3–4	. .	1	3	3	. .	. .	. .	. .	. .	. .	. .	. .
9 Plantagenet N	2–3	A	3	3	. .	1	1	1	. .	. .	. .	. .	. .	. .	. .	. .
12 Plantagenet N	3	A	3–4	3–4	. .	. .	1	. .	. .	. .	. .	. .	. .	. .	. .	. .
13 Plantagenet N	2–3	A	0	3	1	. .	. .	2	. .	. .	. .	. .	. .	. .	. .	. .
15 Plantagenet N	3	A	3–4	3	. .	. .	2	. .	. .	. .	. .	. .	. .	. .	. .	. .
4 Plantagenet S	3	A	3–4	3–4	. .	. .	2	4	. .	. .	. .	. .	. .	. .	. .	. .
5, 7 Plantagenet S	2–3	A	3	3	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .	. .
7 Plantagenet S	2–3	A	2–3	3–4	. .	5	5	1	. .	. .	. .	3	1	. .	. .	. .

8 Plantagenet S.	3	A	0	4	..	2	..	9	..	..	..	..	..	..	..	..
9 Plantagenet S.	3–4	A	0	3	..	..	..	..	..	..	..	..	..	..	..	..
11 Plantagenet S.	3	A	0	3–4	..	..	..	..	..	..	..	..	..	..	..	..
12 Plantagenet S.	(Closed)															
15 Plantagenet S.	3	A	4	3–4	..	..	..	4	..	..	..	..	..	..	..	..
16 Plantagenet S.	2–3	A	3–4	3–4	..	..	..	2	..	..	..	..	..	..	..	..
1 Cambridge	3	A	4	3	..	1	..	..	..	..	..	..	..	..	..	..
3 Cambridge	3	A	2–3	3–4	..	..	1	1	..	..	..	..	..	..	..	..
4 Cambridge	3	A	3–4	3–4	..	..	..	1	..	..	..	..	..	..	..	..
6 Cambridge	3	A	0	3	..	1	1	6	..	..	..	..	..	..	..	..
6, 7 Cambridge	3	A	3–4	3–4		..	3	..	..	..	..	..	..	..	..	..
10 Cambridge	3–4	A	4	3–4	..	..	2	..	..	..	..	..	..	..	..	..
11, 13 Cambridge	3	A	4	3	..	..	2	1	..	..	..	..	..	..	..	..
13 Cambridge	3	A	2–3	3–4	..	1	1	3	..	..	..	..	..	..	..	..
14 Cambridge	3	A	0	4	..	..	1	3	..	..	..	..	..	..	..	..
15 Cambridge	3–4	A	4	4	..	..	..	..	..	..	..	..	..	..	..	..
16 Cambridge	3–4	A	0	3–4	..	..	1	..	..	..	..	..	..	..	..	..
20 Cambridge	3	A	4	3	..	..	..	..	..	..	..	..	..	..	..	..
21 Cambridge	3	A	4	3–4	..	..	..	..	..	..	..	..	..	..	..	..
3 Clarence	2–3	A	3	4	..	..	3	2	..	..	..	..	..	..	..	..
5 Clarence	2–3	A	3	3–4	..	3	5	6	..	..	..	1	6	9	..	..
6 Clarence	3	A	1	3–4	..	4	4	4	..	..	..	4	1	..	..	..
8 Clarence	3	A	4	4	..	2	..	1	..	..	..	..	..	..	..	..
11 Clarence	3	A	2	3–4	..	..	..	..	..	..	..	..	..	..	..	..
12 Clarence	2–3	A	4	4	..	..	..	2	..	..	..	..	..	..	..	..
13 Clarence	3	A	2	4	..	..	..	..	..	..	..	..	..	..	..	..
14 Clarence	2–3	A	2–3	3–4	..	..	..	..	..	..	..	..	..	..	..	..
15 Clarence	2–3	A	3–4	4	..	4	5	6	..	..	..	..	..	..	..	..
16 Clarence	2–3	A	0	3–4	..	..	..	..	..	..	..	..	..	..	..	..
17 Clarence		A		4	..	..	..	..	..	..	..	..	..	..	..	..
18 Clarence	3	A	3–4	3–4	..	..	1	4	..	..	..	..	..	..	..	..
19 Clarence	3	A	0	3–4	..	..	..	2	..	..	..	..	..	..	..	..
20 Clarence	3	A	4	4	..	..	..	1	..	..	..	..	..	..	..	..
21 Clarence	3	A	3–4	3–4	..	..	..	2	..	..	..	..	..	..	..	..
22 Clarence	3	A	4	4	..	..	..	2	..	..	..	..	..	..	..	..
24 Clarence	2–3	B	4	4	..	..	..	..	..	..	..	..	..	..	..	..
1 Cumberland	3	A	1	3–4	..	..	..	..	..	..	..	..	..	..	..	..
2 Cumberland	3	A	0		..	..	..	..	..	..	..	..	..	..	..	..
7 Cumberland	3	B	3–4	4	..	..	1	..	..	..	..	..	..	..	..	..
6, 10 Cumberland	3	A	1–2	3	..	..	..	..	..	..	..	..	..	..	..	..
11 Cumberland	3	A	3	3	..	..	..	1	..	..	..	..	..	..	..	..
14 Cumberland	3	A	2–3	3–4	1	2	2	..	..	..	..	..	..	..	..	..
15 Cumberland	3	A	4	3–4	..	..	..	..	..	..	..	..	..	..	..	..
1, 12 Russell	3	A	0	4	..	..	..	..	..	..	..	..	..	..	..	..
4 Russell	3–4	A	4	4	..	..	..	..	..	..	..	..	..	..	..	..

APPENDIX E—TABLE 4—ORAL AND WRITTEN FRENCH—Continued

R.C.S.S., Prescott and Russell

	Preliminary training in Oral French Composition		Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation. D, Cannot speak.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
				Spelling	Composition	Composition											
						Form IV						Form V					
	Form I	Form II		Form II	Form III	A	B	C	D	E	F	A	B	C	D	E	F
Rural																	
5, 9 Russell		3–4	A	4	3		2		3	1							
6 Russell		2–3	A	2–3	3		12	11	8	11							
7 Russell		3	A	0	4												
8 Russell		3–4	A	0	3–4												
12, 11 Russell		3	A	1	3		2										
13 Russell		3	A	2	3–4												
14 Russell		3–4	A	0	4												
16 Russell		3	A	2	3–4												
19, 22 Russell		3	A	2–3	3												
Urban																	
Hawkesbury—Bonsecours		3	A	2–3	...												
Sacred Heart		2–3	A	1–2	3	2	21	5				1	9	8	7		
St. Joseph		3	A	2–3	3–4	1	8	19	15			1	3	12	9		
Vankleek Hill		2–3	A	3–4	4	1	1	5	8	3							
Casselman (Village)		2–3	A	1	3	1	11	6	4			1	4	8	2		
Rockland—Sacred Heart		3	A	2	3	2	13	12	3								
Ste. Famille		3	A	2	3												
St. Joseph		3–4	A	3–4	3–4		12	8	16			2	5	14	4		

APPENDIX E—TABLE 5—ORAL AND WRITTEN FRENCH

Public Schools—Prescott and Russell

	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
Rural					A	B	C	D	E	F	A	B	C	D	E	F
1, 5 Alfred	3–4	A	4	4		1		2								
4 Alfred	3	A	3–4	4												
2 Caledonia	3	A	2–3	4			1	1								
3 Caledonia	3–4	A	4	...												
10 Caledonia	2–3	A	0	4			1	1								
15 Hawkesbury E	3	A	2–3	4												
18 Hawkesbury E	3	A	0	4				1								
19 Hawkesbury E	3	A	0	4				2								
20 Hawkesbury E	3	A	2	3–4				3								
4 Longueuil	3	A	2–3	3–4												
3 Plantagenet N	3	A	4	3–4			1	13								
6 Plantagenet N	3	A	3	4			2	37								
8 Plantagenet N	...	A	...	4		2		1								
12 Plantagenet N	3	B	0	4–0				9								
14, 16 Plantagenet N	...	A	...	4				3								
9 Plantagenet S	2–3	A	2–3	3–4												
12, 20 Plantagenet S	3	A	1	4												
13 Cambridge	3	A	0	4												
3 Clarence	3	A	4	4				3								
18 Clarence	...	A	...	4				6								
16, 23, Cumberland	4	B	0	4												
Urban																
L'Orignal	2–3	A	0	4		8	8	5				3	1	1		

APPENDIX E—TABLE 6—ORAL AND WRITTEN FRENCH

R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
6 Gloucester	4	B	2–3	4				10								
14 Gloucester	2–3	A	4	4			1	3	1							
15 Gloucester	3	A	3	3		4	4	6					1			
17 Gloucester	3	A	3–4	4		1		7								
18 Gloucester	4	A	1–2	...												
20 Gloucester	3	A	3	3												
26 Gloucester	3–4	A	4	4												
27 Gloucester	3–4	A	0	3												
12 Osgoode	...	A	...	4												
4 Winchester	3	A	2	4												
15 Charlottenburgh	4	B	0	0				1		3						
12 Kenyon	3–4	A	4	4				1	2							
13 Kenyon	3–4	B	0	0						3						
10 Lancaster	4	B	4	4–0												
2 Lochiel	3	A	1–2	3–4												
4 Lochiel	3	A	3	3–4		1		3								
8 Lochiel	3	A	2	4			1	4	3							
11 Lochiel	3–4	A	4	4		1	2	2								
12B Lochiel	3	A	2–3	4		1	3	2								
5 Finch	3	A	0	4		1	4		4					1		
6 Finch	3	A	4	...		1		3								
12 Finch	3	A	4	3–4				4	2							

12 Roxborough	3	A	1	3	2	2	1	1	..	..	..	..	..	..	..	..
16 Roxborough	3–4	A	0	4	..	..	..	..	..	..	..	..	..	..	..	..
URBAN																
Eastview—Girls' Class	3	A	1–2	3–4	..	..	2	6	..	..	..	..	..	..	..	..
Boys' Class	3	A	4	3–4	4	4	..	..	..	..	..	..	..	..	..	..
Alexandria	3–4	B	0	4	..	..	3	7	10	..	..	..	..	..	..	..
Lancaster—St. Joseph	4	B	0	....	..	..	..	..	..	..	..	..	1	..	2	3
Cornwall—Girls' School	3–4	B	3	4	..	1	..	2	23	11	..	..	..	..	..	..
Boys' School	3–4	B	0	4	..	3	..	9	39	2	..	..	..	..	..	..
*Pembroke, Cathedral School	4	B	0	0	..	..	..	..	..	..	..	..	..	..	..	..
St. John's	4	B	0	0	..	..	..	..	3	1	..	..	..	..	..	..

*Only French-speaking pupils examined.

TABLE 7—ORAL AND WRITTEN FRENCH

Public Schools, Glengarry

RURAL	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
15 Charlottenburgh	3	A	3–4	4	..	..	..	..	..	..	..	..	..	..	..	..
14 Lancaster	3	A	0	....	..	..	..	2	..	..	..	..	..	..	..	..

APPENDIX E—TABLE 8—ORAL AND WRITTEN FRENCH

R.C.S.S., Districts

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
1 Casgrain		A														
3 Kendall	2–3	A	1–2	4												
4 Calvert	2–3	A	4	3–4		3		6								
3 Clute	2–3	A	2	4												
1 Fauquier	2–3	A	1	3												
2 Fauquier	3	A	0	4												
3 Fauquier	3	A	1	3												
3 Glackmeyer	3	A		3												
4 Glackmeyer	3	A	4	3–4		1										
5 Glackmeyer	2–3	A	2	2–3												
7 Glackmeyer	(Closed)															
1 Haggart	(Closed)															
1 Lamarche and Fournier	3	A	4	2–3												
1 Machim, Fauquier and Shackleton	3	A	2	2												
1 O'Brien	2–3	A	1	2–3		6		3								
2 O'Brien	3	A	1	2												
3 O'Brien	2–3	A	1	2												
1 Owens	3	A	3	2–3												
1 Shackleton	2–3	A	2–3	2–3												
2 Shackleton	(Closed)															
2 Stock	2–3	A	3	3				1								
1 Taylor	3	A	1–2	2–3												
2 Taylor	(Closed)															
0 Williamson	3	A	3													
1 Bonfield	2–3	A	1	4												
2A Bonfield		A		4				2								

2B Bonfield	0	A	3	4	..	..	..	..	..	..	..	..	..	..	..	..
4 Bonfield	2–3	A	2	...	..	3	3	3	..	..	..	..	..	..	..	..
5 Bonfield	2–3	A	1–2	4	..	2	..	..	1	..	..	..	..	..	..	..
4 Bucke	3	B	4	4–0	..	1	4	7	..	..	..	..	..	..	..	..
1 Caldwell	3	A	2	4	..	7	8	20	4	2	..	3	4	4	..	..
2 Caldwell	3	A	2–3	3–4	..	..	..	..	..	..	..	..	..	..	..	..
4 Caldwell	3	A	1	4	..	1	..	..	..	..	..	..	..	..	..	..
2 Ferris	3	A	1	3	..	..	..	..	..	..	..	..	..	..	..	..
3 Ferris	...	A	...	3–4	..	..	1	1	..	..	..	..	..	..	..	..
4 Ferris	2–3	A	2	2–3	..	2	1	..	..	..	..	..	..	..	..	..
1 Field	2–3	A	1	2–3	2	10	1	..	..	..	..	..	..	..	..	..
1 McPherson and Caldwell	3	A	3	3	..	..	..	..	..	..	..	..	..	..	..	..
1 Papineau	3	A	3–4	4–0	..	..	..	1	..	..	..	..	..	..	..	..
2A Papineau	...	A	...	...	..	..	..	..	1	..	..	..	..	..	..	..
2B Papineau	3	A	1	4	..	..	1	..	..	..	..	..	..	..	..	..
1 Springer	3	A	4	4	..	..	1	2	2	1	..	..	..	..	..	..
2 Springer	3	A	3	4	..	..	2	2	..	..	..	..	..	..	..	..
5 Springer	3	A	4	4–0	..	..	..	1	..	..	..	..	..	..	..	..
2 Widdifield	2–3	A	4	4	..	..	1	..	..	..	..	..	..	..	..	..
1 Appleby, Casimir, and Dunnet	3	B	2	3–4	..	1	1	1	..	..	..	..	..	..	..	..
1 Capreol	2–3	A	1	3	..	8	4	3	2	1	..	..	..	..	..	..
1 Dunnet	2–3	A	4	4–0	..	1	6	4	1	2	..	..	..	..	..	..
2 Dunnet	3	A	4	3–4	..	1	2	1	1	..	..	..	..	..	..	..
1 Merritt	3	B	2–3	4	..	1	3	10	23	2	..	..	..	..	..	..
2 Neelon	3	A	2	4	..	1	..	4	16	..	..	..	..	..	..	..
URBAN																
Blind River	3	A	1	3–4	..	4	4	8	3	..	..	..	..	..	..	..
Chelmsford	2–3	A	2–3	4	..	4	8	8	2	..	..	1	1	..	..	..
Hearst	3	A	3–4	2–3	..	2	2	1	..	..	..	..	..	..	..	..
Sault Ste. Marie	3–4	B	4	4–0	..	..	3	5	14	4	..	..	1	..	3	..
Bonfield	3	A	4	4	..	3	3	4	5	..	..	..	..	..	..	..
Cache Bay	3	A	4	4	..	2	1	2	4	..	..	..	..	..	..	..
Mattawa—Ste. Anne	3–4	B	4	4	..	..	..	4	8	7	..	..	..	1	3	5
North Bay—St. Mary	...	B	...	...	..	..	..	..	..	..	..	..	..	..	..	..
St. Joseph	3	B	0	4–0	..	..	..	..	..	..	..	..	..	..	..	..
St. Vincent	3–4	B	4	4–0	..	2	3	13	37	11	..	..	..	..	..	..
Sturgeon Falls	2–3	A	3	3–4	1	13	18	28	10	..	..	..	..	..	..	..
Sudbury	2–3	A	1–2	3	3	35	22	21	..	..	..	12	10	5	..	..
Cobalt	3	A	2	3–4	..	2	7	19	24	..	..	..	..	..	..	..
Cochrane	3	A	3	3–4	..	1	4	2	..	..	..	..	..	..	..	..
Haileybury	3	A	1	4	..	..	2	7	6	..	..	..	..	..	..	..
Iroquois Falls	2–3	A	2	2–3	..	1	2	6	1	3	..	..	..	..	..	..
New Liskeard	3–4	B	0	0	..	..	..	..	..	..	..	..	..	..	..	..
Timmins—St. Antoine	3	A	4	3–4	1	16	15	20	..	..	..	..	..	..	..	..
St. Charles	2–3	A	3	3–4	..	..	..	..	..	..	..	..	..	..	..	..

APPENDIX E—TABLE 9—ORAL AND WRITTEN FRENCH

Public Schools, Districts

Rural	Preliminary training in Oral French Composition	Ability to Speak French in the last year at school	Preliminary training in Written French Composition		Ability to Write French											
	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.	A, Speak with facility. B, Limited vocabulary and many mistakes. C, Answer simple questions, but no sustained conversation.	Figures refer to grading: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability.		Letters refer to grading: A, Excellent. B, Good. C, Fair. D, Poor. E, Very poor. F, No ability to write. Figures show the number of pupils examined.											
			Spelling	Composition	Composition											
	Form II		Form II	Form III	Form IV						Form V					
					A	B	C	D	E	F	A	B	C	D	E	F
1 Taylor	3	A	4	4		1										
1 Williamson and Owens	2–3	A	3	2–3												
2 Caldwell	3	A	3	4		1	1									
3 Caldwell	3	A	3–4	3–4		1		2	1							
3 East Ferris	3–4	A	0	4–0		1			4							
2 Field	2–3	A	4	4												
2 Kirkpatrick	3	A	2–3	...												
1 McPherson	2–3	A	1	2–3												
2 McPherson	3	A	1	...				2	1							
4 Widdifield	...	A	...	4–0												
8 Widdifield	...	A	...	4					1							
2 Blezard	2–3	A	3–4	4		8	1	1	1							
1 Broder and Dill	3	A	0	4				2	2							
2 Dunnet	3	A	0	2												
3 Dunnet	3	A	4	3–4			1									
4 Dunnet	2–3	A	2–3	3–4												
5 Dunnet	2–3	A	1	4				1								
1 Hanmer	2	A	2	2–3		5										
2 Hanmer	2–3	A	4	4			1	2								
4 McKim	2–3	A	4	3–4			1	1								
3 Neelon	...	A	...	4												

APPENDIX E—TABLE 10—SUMMARY—ABILITY TO SPEAK FRENCH

	Preliminary training in French Oral Composition									Ability to Speak French in the last year at School		
	Grading shown at head of columns below: 1, Excellent. 2, Good. 3, Fair. 4, Poor. 0, No ability. Figures opposite each group of schools show the number of schools with the grading indicated.									Grading shown at head of columns below: A, Ability to speak well. B, Ability to speak but with limited vocabulary and many mistakes. C, Ability to answer simple questions, but no sustained conversation. Figures opposite each group of schools show the number of schools with the grading indicated.		
	Form II									A	B	C
	1	1–2	2	2–3	3	3–4	4	4–0	0			
R.C.S.S., Essex and Kent	....	....	5	14	13	1	1	....	....	23	13	2
P.S., Essex and Kent	....	....	....	4	2	2	1	....	....	7	5	....
R.C.S.S., Ottawa	....	4	8	4	1	....	....	....	....	19	....	....
R.C.S.S., Prescott and Russell	....	....	....	22	65	15	1	....	....	105	2	....
P.S., Prescott and Russell	....	....	....	3	13	2	1	....	....	20	2	....
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	....	....	....	1	14	9	7	....	....	22	10	....
P.S., Glengarry	....	....	....	....	2	....	....	....	....	2	....	....
R.C.S.S., Districts	....	....	....	22	34	4	....	1	....	57	9	....
P.S., Districts	....	....	1	8	8	1	....	....	....	21	....	....
Total	....	4	14	78	152	34	11	1	....	276	41	2

APPENDIX E—TABLE 11—SUMMARY—ABILITY TO WRITE FRENCH

	Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability to write. Figures opposite each group of schools show the number of schools with the grading indicated.																		Grading shown at head of columns below: A, Excellent; B, Good; C, Fair; D, Poor; E, Very Poor; F, No ability to write. Figures opposite each group of schools show the number of written compositions with the grading indicated.											
	Spelling									Composition									Composition											
	Form II									Form III									Form IV						Form V					
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	A	B	C	D	E	F	A	B	C	D	E	F
R.C.S.S., Essex and Kent	2	...	2	2	9	7	13	...	...	...	...	...	2	2	2	8	16	5	2	9	32	143	112	20	...	2	2	17	12	...
P.S., Essex and Kent	...	...	...	...	...	...	5	...	4	...	...	...	...	1	...	2	6	3	...	2	6	14	27	11	...	...	...	...	...	...
R.C.S.S., Ottawa	4	4	3	2	1	2	2	...	...	...	...	...	5	6	5	...	...	...	86	188	112	38	...	...	36	56	41	4	...	...
R.C.S.S., Prescott and Russell	9	4	9	11	8	24	20	...	18	...	...	...	2	27	41	34	...	...	12	146	162	187	15	...	9	39	63	35	...	...
P.S., Prescott and Russell	1	...	1	4	1	1	4	...	7	...	...	...	...	...	4	16	1	...	...	11	13	87	...	...	...	3	1	1	...	...
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	1	3	2	2	4	1	7	...	10	...	...	...	...	4	5	15	1	4	6	20	21	71	87	20	...	...	2	1	2	3
P.S., Glengarry	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	1	...	...	...	...	...	2	...	...	...	...	...	...	...	...
R.C.S.S., Districts	13	4	10	4	9	2	15	...	3	...	...	3	10	8	12	20	7	1	7	134	133	220	165	33	...	16	16	10	6	5
P.S., Districts	3	...	1	2	2	2	5	...	3	...	...	1	3	...	4	9	2	...	...	17	5	11	10	...	...	...	...	...	...	...
Total	33	15	28	27	34	40	71	...	46	...	...	4	22	48	73	105	33	13	113	527	484	773	416	84	45	116	125	68	20	8

APPENDIX E—TABLE 12—SUMMARY IN PERCENTAGES—ABILITY TO SPEAK FRENCH—FORM II

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentages of schools with the grading indicated.

	Preliminary Training in Oral French Composition								
	Form II								
	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent			14.7	41.2	38.3	2.9	2.9		
P.S., Essex and Kent				44.5	22.2	22.2	11.1		
R.C.S.S., Ottawa		23.5	47.1	23.5	5.9				
R.C.S.S., Prescott and Russell				21.4	63.1	14.5	1.		
P.S., Prescott and Russell				15.8	68.4	10.6	5.2		
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont				3.2	45.2	29.	22.6		
P.S., Glengarry					100.				
R.C.S.S., Districts				36.1	55.7	6.6		1.6	
P.S., Districts			5.6	44.4	44.4	5.6			

APPENDIX E—TABLE 13—SUMMARY IN PERCENTAGES—ABILITY TO WRITE FRENCH—FORMS II AND III

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Preliminary Training in Written French Composition																	
	Spelling									Composition								
	Form II									Form III								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	5.1	.....	5.7	5.7	25.7	20.	37.2	.....	.....	.....	.....	.....	5.7	5.7	5.7	22.9	45.7	14.3
P.S., Essex and Kent	.....	.....	.....	.....	.....	.....	55.6	.....	44.4	.....	.....	.....	.....	8.3	.....	16.7	50.	25.
R.C.S.S., Ottawa	22.2	22.2	16.7	11.1	5.6	11.1	.....	.....	.....	.....	.....	.....	31.3	37.5	31.2	.....	.....	.....
R.C.S.S., Prescott and Russell	8.7	3.9	8.7	10.7	7.8	23.3	19.4	.....	17.5	.....	.....	.....	1.9	26.	39.4	32.7	.....	.....
P.S., Prescott and Russell	5.3	.....	5.2	21.1	5.3	5.2	21.1	.....	36.8	.....	.....	.....	.....	.....	19.	76.2	4.8	.....
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	3.3	10.	6.7	6.7	13.4	3.3	23.3	.....	33.3	.....	.....	.....	.....	13.8	17.2	51.7	3.5	13.8
P.S., Glengarry	.....	.....	.....	.....	.....	50.	.....	.....	50.	.....	.....	.....	.....	.....	.....	100.	.....	.....
R.C.S.S., Districts	21.7	6.7	16.6	6.7	15.	3.3	25.	.....	5.	.....	.....	4.9	16.4	13.1	19.7	32.8	11.5	1.6
P.S., Districts	16.7	.....	5.5	11.1	11.1	11.1	27.8	.....	16.7	.....	.....	5.3	15.8	.....	21.	47.4	10.5	.....

APPENDIX E—TABLE 14—SUMMARY IN PERCENTAGES—ABILITY TO SPEAK AND WRITE FRENCH IN LAST YEAR OF SCHOOL

	Ability to Speak French			Ability to Write French											
	Grading shown at head of columns below: A, Ability to speak well; B, Ability to speak, but with limited vocabulary and many mistakes; C, Ability to answer simple questions, but no sustained conversation. Figures opposite each group of schools show the percentage of schools with the grading indicated.			Grading shown at head of columns below: A, Excellent; B, Good; C, Fair; D, Poor; E, Very Poor; F, No ability to write. Figures opposite each group of schools show the percentage of pupils having the grading indicated.											
				Form IV						Form V					
	A	B	C	A	B	C	D	E	F	A	B	C	D	E	F
R.C.S., Essex and Kent	60.5	34.2	5.3	.6	2.8	10.1	45.	35.2	6.3	.....	6.1	6.	51.5	36.4	.....
P.S., Essex and Kent	58.3	41.7	....	.....	3.3	10.	23.3	45.	18.4	.....	.....	.....	.....	.....	.....
R.C.S.S., Ottawa	100.	....	....	20.3	44.3	26.4	9.	.....	.....	26.3	40.9	29.9	2.9	.....	.....
R.C.S.S., Prescott and Russell	98.1	1.9	....	2.3	28.	31.	35.8	2.9	.....	6.2	26.7	43.1	24.	.....	.....
P.S., Prescott and Russell	90.9	9.1	....	.....	9.9	11.7	78.4	.....	.....	.....	60.	20.	20.	.....	.....
R.C.S,S., Carleton, Dundas, Glengarry, Renfrew, Stormont	68.8	31.2	....	2.6	8.8	9.5	31.5	38.7	8.9	.....	.....	25.	12.5	25.	37.5
P.S., Glengarry	100.	....	....	.....	.....	.....	100.	.....	.....	.....	.....	.....	.....	.....	.....
R.C.S.S., Districts	86.4	13.6	....	1.	19.4	19.2	31.8	23.8	4.8	.....	30.2	30.2	18.9	11.3	8.4
P.S., Districts	100.	....	....	.....	39.5	11.6	25.6	23.3	.....	.....	.....	.....	.....	.....	.....

APPENDIX F—STANDING IN ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

TABLE 1—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

R.C.S.S.—Essex and Kent

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.									
	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
2, 5, 8 Anderdon.....	1–2	1–2	2–3	2	...	3	...	3	...	2–3
8, 20 Anderdon and Colchester.........	2	3	3	3	...	2	...	2	...	3
11 Anderdon.........	2	2	...	2	...	3	...	3	...	2
3B Colchester, N.....	2	2	3	2	...	3	...	3	...	2
3 Dover.............	1–2	1	2	...	*2	...	2–3	...	2–3	1–2
7 Dover.............	2–3	...	4	3	...	2–3	...	2–3	...	1–2
9 Dover.............	3	3–4	4	2	...	3–4	...	3–4	...	2–3
1 Maidstone.........	2	2	2	2	...	4	...	4	...	3
6 Maidstone.........	3	3	2–3	4	...	4	...	4	...	3
3 Rochester.........	2	3–4	2–3	2	...	3	...	3	...	2–3
6 Rochester.........	1–2	2	3	3	...	2–3	...	3–4	...	2–3
17 Rochester........	2	4	4	3–4	...	2–3	...	2–3	...	3–4
9, 14 Rochester and Tilbury, N.........	2–3	3–4	3	2–3	...	2–3	...	2–3	...	2
3 Sandwich, E.......	4	4	4	3–4	...	3–4	...	3	...	2–3
2 Sandwich, S.......	3	3	2–3	4	...	3	...	4	...	2–3
4 Sandwich, W.......	2–3	4	...	4	...	2	...	2	...	2–3
8 Sandwich, W......	...	2–3	2–3	2	...	1–2	...	1–2	...	2
3 Tilbury, E.........	2	1–2	1–2	1–2	...	2–3	...	2–3	...	2
1 Tilbury, N.........	3	3	3	3	2	3	3	3	3	2
2 Tilbury, N.........	3	3	4	2–3	...	2–3	...	2–3	...	2–3
6 Tilbury, N.........	...	4	...	...	...	...	...	...	...	3
7 Tilbury, N.........	2	3	...	4	...	2–3	...	2–3	...	3
10, 11 Tilbury, N. and Rochester..........	2	2	2	2	...	3	...	3	...	2
11 Tilbury, N........	2	2	2–3	2	...	4	...	4	...	3
Urban										
Belle River..........	2	2	2–3	1–2	2–3	1–2	...	1–2	...	2
Ford—										
Notre Dame.....	2–3	3	2–3	2	...	2	...	2	...	2–3
St. Joseph.......	1–2	3	3–4	3–4	...	3	...	3	...	2
St. Jules.........	1–2	1–2	2–3	2	...	2	...	2	...	2
St. Rosaire......	2	2–3	2–3	2	...	...	...	...	...	2
La Salle—										
Sacred Heart....	3	4	3–4	2–3	...	2–3	...	2–3	...	2–3
Riverside—										
Ste. Cecile.......	3	3	3	...	...	...	...	...	...	2–3
St. Pierre	3	3–4	3	3	...	2–3	...	2–3	...	2
Ste. Therese.....	2–3	2–3	3–4	2–3	...	2–3	...	2–3	...	2–3
Sandwich............	2–3	3	2–3	3	...	2–3	...	2	...	2
Tecumseh............	2–3	2–3	3	2–3	2–3	2–3	2–3	3	3	2–3
Tilbury.............	3	3	3	2–3	...	2–3	...	2–3	...	2–3
**Windsor—										
Holy Name......	...	...	...	1–2	...	...	...	...	...	...
Sacred Heart.....	...	...	...	...	...	...	...	...	...	...

*Algebra.

**As these are English schools with provision for teaching French, a complete examination was not made.

APPENDIX F—TABLE 2—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

Public Schools—Essex and Kent

Rural	Arithmetic Form I	Arithmetic Form II	Arithmetic Form III	Arithmetic Form IV	Arithmetic Form V	Geography Form IV	Geography Form V	History Form IV	History Form V	Writing
	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.									
2, 5 Anderdon	2	...	3–4	2	...	3–4	...	3–4	...	2–3
6 Anderdon	2–3	4	4	3	...	2–3	...	2–3	...	2
4 Dover	2–3	1	3–4	3–4	...	3	...	3–4	...	1–2
1 Maidstone and Rochester	2–3	3	4	3	...	4	...	4	...	2–3
3 Maidstone	4	4	4	3	...	4	...	4	...	3–4
6 Rochester	2–3	...	4	2	...	2	...	2–3	...	2
5 Sandwich E.	2–3	2–3	2	1–2	...	2–3	...	3	...	2
6 Sandwich E.	2	2	2	2–3	...	2–3	...	3	...	2
2 Sandwich W.	3	3	2–3	2	...	2–3	...	2	...	2
6 Sandwich W.	2	4	2–3	2	...	2	...	3	...	2–3
8, 9 Sandwich W.	2	2	3	2–3	...	3–4	...	3	...	2
9 Sandwich W.	...	...	...	...	...	2–3	...	3	...	2
3 Tilbury N.	2	2	3	2–3	...	2–3	...	2–3	...	2–3

TABLE 3—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

R.C.S.S.—Ottawa

	Arithmetic Form I	Arithmetic Form II	Arithmetic Form III	Arithmetic Form IV	Arithmetic Form V	Geography Form IV	Geography Form V	History Form IV	History Form V	Writing
	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.									
Brébuef	3	3–4	2–3	2–3	*3	2–3	3	2	3	2–3
Duhamel	2	3	2–3	2	...	2	...	2	...	2
Garneau	1–2	3	2–3	4	...	2–3	...	2–3	...	3
Guigues	2–3	3	3	3–4	*2	2–3	2–3	2–3	2–3	2
Mazenod	2	1	2	...	...	...	...	...	...	2–3
Sacré Coeur	2	4	3–4	2	...	3	...	3	...	2–3
Ste. Anne	1	2	2	1–2	*3	2	2–3	2	...	2
St. Antoine	3	2	2–3	...	...	...	...	...	...	3
St. Charles	2	2	2–3	2	...	3–4	...	3–4	...	2
St. Charles, Eastview	2	2–3	2–3	...	...	...	...	...	...	2–3
St. Conrad	2–3	...	2	2	*2–3	2–3	2–3	3	2–3	2
Ste. Famille	2	1–2	...	...	...	...	...	...	...	2
St. Francois	3	3–4	...	...	...	...	...	...	...	2–3
St. Gerard	2–3	3	2	...	...	...	...	...	...	2–3
St. Jean Baptiste	2	2–3	2–3	2–3	*1–2	2	2	2	2	2–3
St. Pierre	1–2	2–3	1–2	1–2	...	3	...	2–3	...	2
St. Roch	2	3–4	...	...	...	...	...	...	...	3
St. Rosaire	2	3–4	2–3	3	*1–2	3	...	2–3	...	2
Youville	2	2–3	1–2	2–3	*3–4	2	2–3	2	2–3	2

*Algebra.

APPENDIX F—TABLE 4—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

R.C.S.S.—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.									
	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
3 Alfred	4	2–3	3	4	...	4	...	4	...	3
6 Alfred	4	2	2	2	...	4	...	4	...	3
7 Alfred	3	2–3	2	1	...	2–3	...	3	...	2–3
7, 8 Alfred	4	2–3	3–4	3	...	4	...	4	...	3–4
8 Alfred	3–4	3–4	3	3–4	...	3–4	...	3	...	3–4
9 Alfred	3–4	3–4	3	4	...	4	...	4	...	3
10 Alfred	4	3–4	3	3	2–3	3–4	...	3	...	2
12 Alfred	4	3	3–4	1	...	2–3	...	2–3	...	2–3
13 Alfred	4	3–4	3	3	...	4	...	4	...	3
14 Alfred	3–4	2–3	4	4	...	4	...	4	...	2–3
15 Alfred	4	2–3	3–4	4–0	...	3–4	...	3–4	...	3
1 Caledonia	2–3	3	3–4	2	...	3	...	2–3	...	2–3
3, 4, 10 Caledonia	3	2–3	1	...	...	...	...	...	...	3
7 Caledonia	4	4	4	4	...	4	...	4	...	3–4
10 Caledonia	3–4	3–4	1	...	...	...	...	...	...	3
12 Caledonia	4	4	2	...	...	...	...	...	...	3
13 Caledonia	3	3–4	3–4	...	...	...	...	...	...	3
2 Hawkesbury E	3	2–3	3–4	3–4	...	2–3	...	2–3	...	2–3
4 Hawkesbury E	3	4	3–4	3–4	...	3–4	...	3–4	...	3
6 Hawkesbury E	3	3–4	3–4	1	...	3	...	3–4	...	2–3
7 Hawkesbury	3–4	4	4	3–4	2–3	3	...	3	...	3
10 Hawkesbury E	4	3	4	3–4	...	3	...	3	...	3
11 Hawkesbury E	3	...	4	3	...	3–4	...	3–4	...	2–3
12 Hawkesbury E	3	...	4	3	...	2–3	...	3	...	2–3
15 Hawkesbury E	3	4	4	...	...	...	...	...	...	3
16 Hawkesbury E	2–3	2–3	4	3–4	...	2–3	...	3	...	3
17 Hawkesbury, E	3	2–3	1	2	...	2–3	...	2–3	...	2
19 Hawkesbury E	3	4	4	4	...	4	...	4	...	2–3
3 Hawkesbury W	2	1	4	3	...	3–4	...	3–4	...	2
3 Longueuil	3	4	4	...	...	...	...	...	...	3–4
4 Longueuil W	4	4	4	4	...	4	...	4	...	3
7 Longueuil	4	2–3	3	4	...	4	...	4	...	3
1 Plantagenet N	4	3	3–4	4	...	4	...	4	...	3–4
2 Plantagenet N	3–4	4	4	...	...	...	...	...	...	2–3
4 Plantagenet N	...	4	3–4	3–4	...	2–3	...	3–4	.	3
5 Plantagenet N	4	...	3–4	4	...	4	...	4	...	3–4
6 Plantagenet N	3–4	4	3–4	4	...	4	...	4	...	3
7 Plantagenet N	4	3–4	...	3	...	4	...	4	...	3
8 Plantagenet N	4	3	4	1–2	...	2	...	2–3	...	3
9 Plantagenet N	2	1–2	3–4	2–3	...	3	...	3–4	...	2–3
12 Plantagenet N	2	4	3–4	4	...	3	...	3–4	...	2–3
13 Plantagenet N	4	4–0	4–0	4–0	...	3	...	3	...	2–3
15 Plantagenet N	4	3–4	3	3	...	3	...	4	...	3
4 Plantagenet S	3–4	2–3	3–4	3–4	...	3	...	3	...	2–3
6, 7 Plantagenet S	...	2	1	...	...	...	...	...	...	2–3
7 Plantagenet S	3	3	3	3	2	3–4	...	3	...	3
8 Plantagenet S	4	2	4	4	...	4	...	4	...	3–4
9 Plantagenet S	4	2	4	...	...	...	...	...	...	3–4
11 Plantagenet S	3–4	4	4	...	...	...	...	...	...	3–4
15 Plantagenet S	4	4	4	4	...	4	...	4	...	3–4
16 Plantagenet S	3	3–4	4	3–4	...	4	...	4	...	3
1 Cambridge	2–3	3–4	2–3	1	...	2–3	...	2–3	...	2
3 Cambridge	3	2–3	3–4	1	...	3	...	4	...	3
4 Cambridge	3–4	3–4	4	4	...	4	...	4	...	3
6 Cambridge	3–4	3–4	3	3	...	3	...	4	...	3
6, 7 Cambridge	3	3	2–3	4	...	2–3	...	3	...	3

APPENDIX F—TABLE 4—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING—(Continued)

R.C.S.S.—Prescott and Russell

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.

Rural	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
10 Cambridge	...	3	3	4	...	4	...	4	...	3
11, 13 Cambridge	3	1	1–2	2	...	3	...	3	...	3
13 Cambridge	...	2	2	3	...	4	...	4	...	2–3
14 Cambridge	3–4	3–4	3–4	4	...	3	...	4	...	3
15 Cambridge	...	4	3	...	...	...	...	...	...	3–4
16 Cambridge	3–4	4	4	2	...	3	...	3–4	...	2–3
20 Cambridge	3–4	4	1	...	...	...	...	...	...	2–3
21 Cambridge	4	3	2	...	...	...	...	...	...	3
3 Clarence	3	2	3–4	3	...	3	...	4	...	2–3
5 Clarence	3	3–4	2	3	4	2–3	...	3	3	3
6 Clarence	3–4	3	3–4	2	3–4	3–4	...	3	3	3
8 Clarence	3	2–3	4	1	...	4	...	4	...	2–3
11 Clarence	2–3	2	2	...	...	...	...	...	...	3
12 Clarence	2–3	2–3	3	2	...	4	...	4	...	3
13 Clarence	3–4	3–4	3–4	...	...	...	...	...	...	3
14 Clarence	3	2–3	3	...	...	...	...	...	...	3
15 Clarence	3	2	2–3	2–3	...	3	...	4	...	3
16 Clarence	3	4	4	...	...	...	...	...	...	3
17 Clarence	2–3	...	3	...	...	...	...	...	...	3
18 Clarence	3	3–4	4	4	...	2–3	...	2–3	...	3
19 Clarence	2–3	3	4	3	...	4	...	4	...	3–4
20 Clarence	3–4	3–4	4	4	...	4	...	4	...	3
21 Clarence	3–4	4	4	4	...	4	...	3–4	...	3
22 Clarence	2–3	4	4	1	...	3	...	4	...	2–3
24 Clarence	3	3–4	3	...	...	...	...	...	...	3
1 Cumberland	3–4	3	3–4	...	...	...	...	...	...	2–3
2 Cumberland	3–4	3–4	...	...	...	...	...	...	...	3–4
7 Cumberland	3	2	3–4	2	...	4	...	4	...	2–3
6, 10 Cumberland	4	3	3–4	...	...	...	...	...	...	2–3
11 Cumberland	4	2–3	3–4	3–4	...	4	...	4	...	3
14 Cumberland	3–4	3–4	4	3	...	3–4	...	3–4	...	2–3
15 Cumberland	2	1–2	2	...	...	...	...	...	...	2–3
1, 12 Russell	3–4	3–4	3–4	...	...	...	...	...	...	3
4 Russell	3	2	2–3	...	...	...	...	...	...	3–4
5, 9 Russell	4	3	3–4	2	...	4	...	4	...	2-3
6 Russell	2–3	3	3	3	...	3	...	3	...	2–3
7 Russell	3–4	4	4	...	...	...	...	...	...	3–4
8 Russell	3	3	3–4	...	...	...	...	...	...	3
12, 11 Russell	2–3	3	1–2	1	...	2–3	...	3	...	2–3
13 Russell	3–4	3–4	1–2	...	...	...	...	...	...	3
14 Russell	3	3	3	...	...	...	...	...	...	3–4
16 Russell	3–4	3–4	2–3	...	...	...	...	...	...	3–4
19, 22 Russell	3–4	3	3	...	...	...	...	...	...	2–3
Urban										
Hawkesbury—										
Bonsecours	2–3	2–3	...	...	...	...	...	...	...	2–3
Sacred Heart	3	2–3	3	2–3	3	3	...	3	3–4	1–2
St. Joseph	2–3	2–3	2	3	2–3	3–4	...	2–3	2–3	2
Vankleek Hill	3–4	4	3–4	3–4	...	3	...	3–4	...	2–3
Casselman (Village)	3	3–4	4	3–4	3–4	2–3	3	2–3	...	2–3
Rockland—										
Sacred Heart	3–4	4	3–4	2–3	...	3	...	2–3	...	2
Ste. Famille	3	4	3–4	...	...	...	...	...	...	2
St. Joseph	3–4	· 3–4	2–3	2–3	2	3–4	...	3	2	3

APPENDIX F—TABLE 5—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

Public Schools—Prescott and Russell

Rural	Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.									
	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
1, 5 Alfred	2–3	2–3	4	2–3	...	2–3	...	3–4	...	3
4 Alfred	3–4	3–4	3–4	...	...	...	...	...	...	3–4
2 Caledonia	4	2–3	4	2–3	...	2–3	...	2–3	...	2–3
3 Caledonia	3–4	1–2	...	...	...	...	...	...	...	2–3
10 Caledonia	2	1	2	2	...	3	...	3	...	2–3
15 Hawkesbury E.	1–2	1	3	...	...	...	...	...	...	3–4
18 Hawkesbury E.	3–4	4	4	4	...	4–0	...	4–0	...	2–3
19 Hawkesbury E.	3	3–4	4	3	...	3	...	3	...	3
20 Hawkesbury E.	2–3	3	2	4	...	4	...	3	...	3
4 Longueuil	4	3	1	...	...	...	...	...	...	3
3 Plantagenet N.	4	2–3	3	4	...	4	...	4	...	3
6 Plantagenet N.	3–4	3	3–4	4	...	2–3	...	2–3	...	3
8 Plantagenet N.	...	...	...	...	...	...	...	...	...	...
12 Plantagenet N.	4	2	4	4	...	3	...	3	...	3
14, 16 Plantagenet N.	3–4	...	2–3	3	...	3	...	4	...	2–3
9 Plantagenet S.	3–4	3–4	3	...	...	...	...	...	...	3
12, 20 Plantagenet S.	3–4	3	2	...	...	...	...	...	...	3
13 Cambridge	3	2–3	4	...	...	...	...	...	...	3
3 Clarence	2–3	3	4	4	...	3–4	..	4	...	2
18 Clarence	3–4	...	3–4	2	...	3	...	3	...	3
16, 23 Cumberland	4	2–3	2–3	4	...	4–0	...	4–0	...	3
Urban										
L'Orignal	3	4	3–4	2	1–2	2–3	2–3	3	3	2–3

APPENDIX F—TABLE 6—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.

Rural	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
6 Gloucester	3–4	4	4	4	...	3	...	3	...	3
14 Gloucester	3–4	3	4	4	...	2–3	...	3	...	3–4
15 Gloucester	3	3–4	3	3	2	...	2–3	...	2–3	2–3
17 Gloucester	2–3	2	3–4	3–4	...	3–4	...	3–4	...	3
18 Gloucester	4	1–2	...	...	...	...	...	...	...	2–3
20 Gloucester	3–4	2	3	...	...	...	...	...	...	2–3
26 Gloucester	2–3	2–3	4	...	...	...	...	...	...	2–3
27 Gloucester	4	3–4	2	...	...	...	...	...	...	2
12 Osgoode	4	...	4	...	...	...	...	...	...	3
4 Winchester	3	2–3	4	...	...	...	...	...	...	3
15 Charlottenburgh	3	2–3	4	3	...	2–3	...	3	...	2
12 Kenyon	2–3	3	2	2	...	4	...	4	...	2–3
13 Kenyon	3–4	3–4	3–4	4	...	3–4	...	3–4	...	3
10 Lancaster	2	2–3	3–4	...	...	...	...	...	...	2–3
2 Lochiel	3–4	4	4	...	...	...	...	...	...	3
4 Lochiel	3	2	1–2	3	...	4–0	...	4	...	3
8 Lochiel	2–3	2–3	4	2	...	2–3	...	2–3	...	2–3
11 Lochiel	4	3–4	4	3–4	...	3–4	...	4	...	3
12B Lochiel	3	3	3–4	3–4	...	2–3	...	2–3	...	2–3
5 Finch	3	4	3–4	3–4	*3–4	2–3	2–3	2–3	2–3	2
6 Finch	3	2–3	...	3	...	3–4	...	3–4	...	...
12 Finch	4	3	3–4	3	...	4	...	4	...	3
12 Roxborough	2–3	2	3–4	1–2	...	2–3	...	2–3	...	2
16 Roxborough	2–3	2–3	3–4	...	...	...	...	...	...	3
URBAN										
Eastview—										
Girls' Class	3	2–3	4	2–3	...	3–4	...	3–4	...	2
Boys' Class	3	3–4	3–4	3	...	...	...	...	...	3
Alexandria	3–4	3–4	3	3–4	...	2–3	...	3–4	...	2
Lancaster, St. Joseph	2–3	3–4	4	3–4	...	2–3	...	2–3	...	2–3
Cornwall—										
Girls' Class	3–4	2–3	3–4	4	...	3	...	2–3	...	2–3
Boys' Class	2–3	3	4	4	...	2–3	...	3	...	2–3
**Pembroke—										
Cathedral School	3–4	3	3–4	...	...	...	...	...	...	2–3
St. John's	3–4	3–4	1	1–2	...	...	...	...	...	2–3

* Algebra.
** Only French-speaking pupils examined.

TABLE 7—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING
Public Schools—Glengarry

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor.

Rural	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
15 Charlottenburgh	2–3	2	3–4	...	...	...	...	...	...	2–3
14 Lancaster	2–3	2	3–4	1	...	2–3	...	2–3	...	2–3

APPENDIX F—TABLE 8—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

R.C.S.S.—Districts

Figures refer to grading:
1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.

Rural	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
1 Casgrain	2–3	...	...	...	...	...	...	...	...	...
3 Kendall	3	3–4	2–3	...	...	...	...	...	...	3–4
4 Calvert	3	2–3	3–4	3–4	...	3	...	2–3	...	2–3
3 Clute	2–3	3	2	...	...	...	...	...	...	2–3
1 Fauquier	2–3	1–2	3–4	...	...	...	...	...	...	2–3
2 Fauquier	4	3–4	4	...	...	...	...	...	...	2–3
3 Fauquier	2–3	2–3	2–3	...	...	...	...	...	...	2–3
3 Glackmeyer	4	...	...	...	...	...	...	...	...	...
4 Glackmeyer	3	3	3	2	...	3–4	...	3–4	...	2–3
5 Glackmeyer	4	2–3	4	...	...	...	...	...	...	3
7 Glackmeyer	closed	...	...	...	...	...	...	...	...	...
1 Haggart	closed	...	...	...	...	...	...	...	...	...
1 Lamarche and Fournier	4	4	4	...	...	...	...	...	..	2–3
1 Machim, Fauquier and Shackleton	3–4	3	3	...	...	...	...	...	...	2–3
1 O'Brien	2–3	3	3	2–3	...	2–3	...	2–3	...	2
2 O'Brien	3–4	3	2–3	...	...	...	...	...	...	2–3
3 O'Brien	3	3	2–3	...	...	...	...	...	...	2–3
1 Owens	3	...	...	...	...	...	...	...	...	...
1 Shackleton	3–4	3–4	4	...	...	...	...	...	...	2
2 Shackleton	closed	...	...	...	...	...	...	...	...	...
2 Stock	...	4	...	...	...	...	...	...	...	..3
1 Taylor	3	2	2–3	...	...	...	...	...	...	3–4
2 Taylor	closed	...	...	...	...	...	...	...	...	...
0 Williamson	3–4	2	...	...	...	...	...	...	...	3
1 Bonfield	3	3	4	...	...	...	...	...	...	3
2A Bonfield	3	...	3–4	2–3	...	4	...	4	...	2–3
2B Bonfield	4	4	4	...	...	...	...	...	...	3
4 Bonfield	3	3–4	...	3	...	2	...	2	...	2
5 Bonfield	3	3–4	4	3–4	...	2	...	2–3	...	2–3
4 Bucke	2–3	3–4	3–4	3	...	3	...	3	...	2–3
1 Caldwell	3	3–4	3–4	3	*2	3	...	3	...	3
2 Caldwell	3	2	2	...	...	...	...	...	...	2
4 Caldwell	2–3	2	2	2	...	3	...	3	...	2
2 Ferris	...	3–4	2–3	...	...	...	...	...	...	3
3 Ferris	3–4	...	4	3	...	3	...	3–4	...	2
4 Ferris	2	2	1–2	1	...	2	...	2	...	2
1 Field	3	2–3	2–3	2–3	...	2–3	...	3	...	2
1 McPherson and Caldwell	3–4	3–4	4	...	...	...	...	...	...	3
1 Papineau	2–3	3–4	2–3	4	...	4–0	...	4–0	...	2–3
2A Papineau	3	...	4	4	...	4–0	...	4–0	...	3
2B Papineau	3	2	1	1	...	3	...	3	...	2
1 Springer	2	2	3	3	...	2–3	...	2–3	...	3
2 Springer	3	2	3	2	...	3–4	...	3–4	...	2–3
5 Springer	3	2–3	2–3	4	...	2–3	...	2–3	...	3
2 Widdifield	4	3–4	3–4	2–3	...	2	...	2–3	...	2–3
1 Appleby, Casimir and Dunnet	3	3	3	2–3	...	2–3	...	2–3	...	2
1 Capreol	3–4	2–3	3–4	2–3	...	2–3	...	2–3	...	2
1 Dunnet	2–3	2	4	3	...	2–3	...	3	...	3
2 Dunnet	3	3	3–4	3	...	3	...	3	...	3
1 Merritt	3	2–3	2–3	2	...	2	...	1–2	...	2
2 Neelon	3	2	3	2–3	...	2–3	...	2–3	...	2–3

APPENDIX F—TABLE 8—ARITHMETIC, HISTORY, GEOGRAPHY, WRITING—(Continued)

R.C.S.S.—Districts—(Continued)

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.

Urban	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
Blind River	4	4	3–4	2	...	2–3	...	3	...	2
Chelmsford	3	3–4	3–4	2–3	3–4	2–3	2–3	2–3	2–3	2–3
Hearst	3–4	3–4	3–4	1–2	...	2–3	...	2–3	...	2
Sault Ste. Marie	3–4	4	4	4	*3–4	2–3	...	3	...	3
Bonfield	4	4	3	2	...	2–3	...	2–3	...	3
Cache Bay	3	3	3–4	3	...	3–4	...	3–4	...	3
Mattawa—Ste. Anne	3	3–4	4	3–4	...	2–3	...	2–3	...	2–3
North Bay—										
St. Mary	3–4	...	...	...	...	...	...	...	...	...
St. Joseph	2	4	4	...	...	...	...	...	...	3
St. Vincent	3–4	3–4	3–4	3	...	2–3	...	2–3	...	2
Sturgeon Falls	4	3–4	3–4	3–4	...	2–3	...	2–3	...	2–3
Sudbury	2–3	3	3–4	3–4	3	3	2–3	3	...	2–3
Cobalt	3	3	3–4	2–3	...	2–3	...	3–4	...	3
Cochrane	4	4	3–4	2–3	...	3–4	...	3–4	...	2
Haileybury	2–3	3–4	3–4	2	...	2	...	2–3	...	2–3
Iroquois Falls	3	2–3	3–4	2–3	...	2–3	...	2–3	...	2
New Liskeard	2–3	3–4	2–3	...	...	2	...	2–3	...	3
Timmins—										
St. Antoine	3	3–4	3	2–3	...	2–3	...	2–3	...	2
St. Charles	3	3	3–4	...	...	...	...	...	...	3

* Algebra.

TABLE 9—ARITHMETIC, GEOGRAPHY, HISTORY, WRITING

P.S.—Districts

Figures refer to grading: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability.

Rural	Arithmetic					Geography		History		Writing
	Form I	Form II	Form III	Form IV	Form V	Form IV	Form V	Form IV	Form V	
1 Taylor	3–4	3	4	3	...	3–4	...	4	...	3
1 Williamson and Owens	3–4	4	3	...	...	...	...	...	...	2
2 Caldwell	3	2–3	3–4	3	...	4	...	4	...	2–3
3 Caldwell	3–4	2–3	3	2	...	3–4	...	3–4	...	3–4
3 East Ferris	3	3	2	3	...	3–4	...	3–4	...	3
2 Field	3–4	4	4	...	...	...	...	...	...	3
2 Kirkpatrick	2–3	3	...	...	...	...	...	...	...	3
1 McPherson	1–2	3	3	...	...	...	...	...	...	2–3
2 McPherson	3	2	...	3	...	2–3	...	3	...	3
4 Widdifield	3–4	...	4	...	...	...	...	...	...	3–4
8 Widdifield	3	...	3–4	3–4	...	3–4	...	4	...	3
2 Blezard	3	3	3–4	2–3	...	2–3	...	3–4	...	2–3
1 Broder and Dill	3	3	3	3–4	...	2–3	...	2–3	...	2–3
2 Dunnet	3	3–4	2	...	...	...	...	...	...	2
3 Dunnet	3	2–3	3–4	3–4	...	4	...	4	...	2–3
4 Dunnet	4	4	4	...	...	...	...	...	...	2–3
5 Dunnet	3	2	3	4	...	2–3	...	3–4	...	2–3
1 Hanmer	3	3	3	3	...	2–3	...	2–3	...	2
2 Hanmer	3–4	3–4	3–4	4	...	4	...	4	...	2–3
4 McKim	3	3–4	4	1	...	2–3	...	2–3	...	2–3
3 Neelon	2–3	3	3	...	...	...	...	...	...	3

APPENDIX F—TABLE 10—SUMMARY—ARITHMETIC

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the number of schools with the grading indicated.

Form I

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	.	5	12	7	9	...	1	...	.
P.S., Essex and Kent	.	...	5	5	1	...	1	...	.
R.C.S.S., Ottawa	1	2	10	3	3	...	..	...	.
R.C.S.S., Prescott and Russell	.	...	4	12	32	29	25	...	.
P.S., Prescott and Russell	.	1	1	3	3	8	5	...	.
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont	.	...	1	8	9	9	5	...	.
P.S., Glengarry	.	...	..	2	..	...	..	...	.
R.C.S.S., Districts	.	...	3	12	29	11	10	...	.
P.S., Districts	.	1	..	2	11	6	1	...	.
Total	1	9	36	54	97	63	48	...	.

Form II

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	1	3	7	4	11	4	5	...	.
P.S., Essex and Kent	1	...	3	1	2	...	3	...	.
R.C.S.S., Ottawa	1	1	3	4	4	4	1	...	.
R.C.S.S., Prescott and Russell	2	2	10	19	19	26	24	1	.
P.S., Prescott and Russell	2	1	1	5	5	3	2	...	.
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont	.	1	4	9	6	8	3	...	.
P.S., Glengarry	.	...	2	...	..	...	..	...	.
R.C.S.S., Districts	.	1	10	8	13	19	8	...	.
P.S., Districts	.	...	2	3	8	3	3	...	.
Total	7	9	42	53	68	67	49	1	.

Form III

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	.	1	3	11	9	3	5	...	.
P.S., Essex and Kent	.	...	2	2	2	2	4	...	.
R.C.S.S., Ottawa	.	2	4	8	1	1	..	...	.
R.C.S.S., Prescott and Russell	5	3	9	6	19	30	31	1	.
P.S., Prescott and Russell	1	...	3	2	3	4	7	...	.
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont	1	1	2	...	3	11	12	...	.
P.S., Glengarry	.	...	..	...	..	2	..	...	.
R.C.S.S., Districts	1	1	3	11	9	20	14	...	.
P.S., Districts	.	...	2	...	7	5	5	...	.
Total	8	8	28	40	53	78	78	1	.

Form IV

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	..	2	12	6	6	3	4	...	.
P.S., Essex and Kent	..	1	4	3	3	1	..	...	.
R.C.S.S., Ottawa	..	2	4	3	1	1	1	...	.
R.C.S.S., Prescott and Russell	8	1	9	5	17	12	20	2	.
P.S., Prescott and Russell	..	...	3	2	2	...	7	...	.
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont	..	2	2	1	6	6	5	...	.
P.S., Glengarry	1	...	..	...	..	...	..	...	.
R.C.S.S., Districts	2	1	7	12	9	5	4	...	.
P.S., Districts	1	...	1	1	5	3	2	...	.
Total	12	9	42	33	49	31	43	2	.

Form V

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	.	...	1 *1	2	..	...	.	...	.
P.S., Essex and Kent	.	...	..	...	..	...	.	...	.
R.C.S.S., Ottawa	.	*2	*1	*1	*2	* 1	.	...	.
R.C.S.S., Prescott and Russell	.	...	2	3	1 *1	2	1	...	.
P.S., Prescott and Russell	.	1	..	...	..	...	.	...	.
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont	.	...	1	...	..	*1	.	...	.
P.S., Glengarry	.	...	..	...	..	...	.	...	.
R.C.S.S., Districts	.	...	*1	...	1	1 *1	.	...	.
P.S., Districts	.	...	..	...	..	...	.	...	.
Total	.	3	7	6	5	6	1	...	.

*Denotes Algebra.

APPENDIX F—TABLE 11—SUMMARY—GEOGRAPHY, HISTORY, WRITING

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the number of schools with the grading indicated.

	Geography																		History																		Writing								
	Form IV									Form V									Form IV									Form V																	
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		2	4	13	8	2	3						2	1						2	5	10	9	2	4						1	2						2	13	14	6	1			
P.S., Essex and Kent			2	6	1	2	2														1	3	5	2	2													1	7	4		1			
R.C.S.S., Ottawa			4	4	3	1						1	4	1							5	4	2	1						1	3	1							9	7	3				
R.C.S.S., Prescott and Russell			1	13	21	11	28								1							10	18	12	34					1	1	2	1					1	7	33	49	17			
P.S., Prescott and Russell				4	5	1	2	2					1									2	6	1	3	2						1							1	6	12	2			
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, and Stormont				9	2	5	2	1					2									6	4	5	4						2								6	13	12	1			
P.S., Glengarry				1																		1																		2					
R.C.S.S. Districts			7	19	8	4	1	2					2							1	2	19	10	6	1	2					1								18	22	20	2			
P.S., Districts				6		4	3															3	1	4	5														3	9	7	2			
Total		2	18	75	48	30	41	5				1	11	2	1					3	13	58	55	33	53	4				2	8	6	1					4	64	110	109	26			

APPENDIX F—TABLE 12—PERCENTAGES—ARITHMETIC—FORMS I, II AND III

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Form I									Form II									Form III								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	...	14.7	35.3	20.6	26.5	...	2.9	...	...	2.9	8.6	20.	11.4	31.4	11.4	14.3	...	...	...	3.1	9.4	34.4	28.1	9.4	15.6	...	...
P.S., Essex and Kent	...	...	41.7	41.7	8.3	...	8.3	...	...	10.	...	30.	10.	20.	...	30.	...	...	...	...	16.7	16.7	16.7	16.6	33.3	...	...
R.C.S.S., Ottawa	5.3	10.5	52.6	15.8	15.8	...	...	...	...	5.6	5.6	16.7	22.2	22.2	22.2	5.5	...	...	...	12.5	25.	50.	6.2	6.2	...	...	...
R.C.S.S. Prescott and Russell	...	...	3.9	11.8	31.4	28.4	24.5	...	...	1.9	1.9	9.7	18.5	18.5	25.2	23.3	1.	...	4.8	2.9	8.6	5.8	18.3	28.8	29.8	1.	...
P.S., Prescott and Russell	...	4.7	4.8	14.3	14.3	38.1	23.8	...	...	10.5	5.3	5.3	26.3	26.3	15.8	10.5	...	...	5.	...	15.	10.	15.	20.	35.	...	...
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	...	...	3.1	25.	28.1	28.1	15.7	...	...	...	3.2	12.9	29.	19.4	25.8	9.7	...	...	3.3	3.3	6.7	...	10.	36.7	40.	...	...
P.S., Glengarry	...	...	...	100.	...	...	...	...	...	...	...	100.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
R.C.S.S., Districts	...	...	4.6	18.5	44.6	16.9	15.4	...	...	...	1.7	16.9	13.6	22.	32.2	13.6	...	...	1.7	1.7	5.1	18.6	15.3	33.9	23.7	...	...
P.S., Districts	...	4.8	...	9.5	52.4	28.6	4.7	...	...	...	...	10.5	15.8	42.1	15.8	15.8	...	...	...	...	10.5	...	36.9	26.3	26.3	...	...

APPENDIX F—TABLE 13—PERCENTAGES—ARITHMETIC—FORMS IV AND V

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Form IV									Form V								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent	.....	6.1	36.3	18.2	18.2	9.1	12.1	.....	.....	.....	.....	50.	50.	.....	.....	.....	.....	.....
P.S., Essex and Kent	.....	8.3	33.4	25.	25.	8.3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
R.C.S.S., Ottawa	.....	16.7	33.3	25.	8.4	8.3	8.3	.....	.....	.....	*28.6	*14.3	*14.3	*28.5	*14.3	.....	.....	.....
R.C.S.S., Prescott and Russell	10.8	1.4	12.1	6.8	23.	16.2	27.	2.7	.....	.....	.....	20.	30.	20.	20.	10.	.....	.....
P.S., Prescott and Russell	.....	.....	21.4	14.3	14.3	.....	50.	.....	.....	.....	100.	.....	.....	.....	.....	.....	.....	.....
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	.....	9.1	9.1	4.5	27.3	27.3	22.7	.....	.....	.....	.....	50.	.....	.....	*50.	.....	.....	.....
P.S., Glengarry	100.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
R.C.S.S., Districts	5.	2.5	17.5	30.	22.5	12.5	10.	.....	.....	.....	.....	*25.	.....	25.	50.	.....	.....	.....
P.S., Districts	7.7	.....	7.6	7.7	38.5	23.1	15.4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

*Denotes Algebra.

APPENDIX F—TABLE 14—PERCENTAGES—GEOGRAPHY—FORMS IV AND V

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Form IV									Form V								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		6.5	12.9	41.9	22.6	6.5	9.6						66.7	33.3				
P.S., Essex and Kent			15.4	46.1	7.7	15.4	15.4											
R.C.S.S., Ottawa			33.3	33.4	25.	8.3						16.6	66.7	16.7				
R.C.S.S., Prescott and Russell			1.3	17.6	28.4	14.9	37.8							100.				
P.S., Prescott and Russell				28.6	35.7	7.1	14.3	14.3					100.					
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont				47.4	10.5	26.3	10.5	5.3					100.					
P.S., Glengarry				100.														
R.C.S.S., Districts			17.1	46.3	19.5	9.8	2.4	4.9					100.					
P.S., Districts				46.1		30.8	23.1											

APPENDIX F—TABLE 15—PERCENTAGES—HISTORY—FORM IV AND V

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	Form IV									Form V								
	1	1–2	2	2–3	3	3–4	4	4–0	0	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		6.5	16.2	32.2	25.8	6.4	12.9						33.3	66.7				
P.S., Essex and Kent			7.7	23.1	38.5	15.4	15.3											
R.C.S.S., Ottawa			41.7	33.3	16.7	8.3						20.	60.	20.				
R.C.S.S., Prescott and Russell				13.7	26.	15.1	45.2					20.	20.	40.	20.			
P.S., Prescott and Russell				14.3	42.9	7.1	21.4	14.3						100.				
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont				31.6	21.1	26.3	21.						100.					
P.S., Glengarry				100.														
R.C.S.S., Districts		2.4	4.9	46.4	24.4	14.6	2.4	4.9					100.					
P.S., Districts				23.1	7.7	30.8	38.4											

APPENDIX F—TABLE 16—PERCENTAGES—WRITING

Grading shown at head of columns below: 1, Excellent; 2, Good; 3, Fair; 4, Poor; 0, No ability. Figures opposite each group of schools show the percentage of schools with the grading indicated.

	1	1–2	2	2–3	3	3–4	4	4–0	0
R.C.S.S., Essex and Kent		5.5	36.1	38.9	16.7	2.8			
P.S., Essex and Kent		7.7	53.8	30.8		7.7			
R.C.S.S., Ottawa			47.4	36.8	15.8				
R.C.S.S., Prescott and Russell		.9	6.6	30.8	45.8	15.9			
P.S., Prescott and Russell			4.8	28.6	57.1	9.5			
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont			18.8	40.6	37.5	3.1			
P.S., Glengarry				100.					
R.C.S.S., Districts			29.	35.5	32.3	3.2			
P.S., Districts			14.3	42.9	33.3	9.5			

APPENDIX G

TABLE 1—ENROLLED ATTENDANCE

Schools	Form I	Form II	Form III	Form IV	Form V	Total
R.C.S.S.—Essex and Kent	1,797	892	805	490	68	4,052
P.S.—Essex and Kent	275	134	121	98	....	628
R.C.S.S.—Ottawa	2,368	1,623	786	435	162	5,374
R.C.S.S.—Prescott and Russell	3,050	1,793	1,326	568	153	6,890
P.S.—Prescott and Russell	417	197	153	127	6	900
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont	1,606	683	673	363	20	3,345
P.S.—Glengarry	29	17	7	3	....	56
R.C.S.S.—Districts	4,425	1,773	1,656	888	67	8,809
P.S.—Districts	319	131	127	57	....	634
Total	14,286	7,243	5,654	3,029	476	30,688

TABLE 2—PERCENTAGE OF TOTAL ATTENDANCE INCLUDED IN EACH FORM

	Form I	Form II	Form III	Form IV	Form V
R.C.S.S.—Essex and Kent	44.3	22.	19.9	12.1	1.7
P.S.—Essex and Kent	43.8	21.3	19.3	15.6	....
R.C.S.S.—Prescott and Russell	44.3	26.	19.2	8.3	2.2
P.S.—Prescott and Russell	46.3	21.9	17.	14.1	.7
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont	48.0	20.4	20.1	10.9	.6
P.S.—Glengarry	51.8	30.4	12.5	5.3	....
R.C.S.S.—Districts	50.3	20.1	18.8	10.	.8
P.S.—Districts	50.3	20.7	20.	9.	....
Average in the eight groups above	46.6	23.6	18.4	9.8	1.6
Rural Public and Separate Schools	36.7	18.7	22.8	20.1	1.7
R.C.S.S.—Ottawa	44.1	30.2	14.6	8.1	3.
Urban Public and Separate Schools	33.5	18.4	26.3	20.5	1.3

TABLE 3—NUMBER PRESENT ON DAY OF INSPECTION

Schools	Form I	Form II	Form III	Form IV	Form V	Total
R.C.S.S.—Essex and Kent	1,275	714	630	383	53	3,055
P.S.—Essex and Kent	220	113	107	86	....	526
R.C.S.S.—Ottawa	2,101	1,423	702	405	132	4,763
R.C.S.S.—Prescott and Russell	2,545	1,609	1,172	530	146	6,002
P.S.—Prescott and Russell	335	161	133	120	6	755
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont	1,340	588	607	329	20	2,884
P.S.—Glengarry	19	15	6	2	....	42
R.C.S.S.—Districts	3,846	1,522	1,454	815	64	7,701
P.S.—Districts	285	128	116	49	....	578
Total	11,966	6,273	4,927	2,719	421	26,306

APPENDIX G—TABLE 4—NUMBER OF SCHOOLS WITH NO FOURTH FORM

R.C.S.S.—Essex and Kent	1
R.C.S.S.—	
Prescott	10
Russell	22
P.S.—	
Prescott	5
Russell	1
R.C.S.S.—	
Carleton	4
Dundas	2
Glengarry	2
Renfrew	1
Stormont	1
P.S.—Glengarry	1
R.C.S.S.—Districts	20
P.S.—Districts	4
Total	74

APPENDIX H—AGES

TABLE 1—SUMMARY OF AGES

(Figures denote number of pupils with

	Form I													Form II											
Age of Pupils in Years	4	5	6	7	8	9	10	11	12	13	14	15	16	6	7	8	9	10	11	12	13	14	15	16	17
R.C.S.S.—Essex & Kent	.	65	352	397	323	217	94	46	14	10	4	1	1	.	7	81	185	181	152	100	59	23	5	..	..
P.S.—Essex & Kent		13	60	72	48	33	24	10	10	3	2	..	..	.	1	14	28	37	21	20	8	4	1	..	..
R.C.S.S.—Ottawa.....	.	109	491	549	555	307	185	92	51	17	10	2	..	.	15	115	268	366	362	263	143	55	30	5	1
R.C.S.S.—Prescott & Russell......	4	299	776	702	592	337	163	82	23	8	4	..	..	1	64	210	402	411	344	230	97	29	3	2	1
P.S.—Prescott & Russell....	.	74	105	86	62	49	31	6	1	3	..	..	..	.	5	29	50	40	25	30	14	4	..	..	..
R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont.......	1	38	343	357	339	223	153	74	42	18	4	1	..	.	..	4	58	126	157	136	112	46	26	4	1
P.S.—Glengarry...	.	...	3	6	7	4	3	5	1	..	..	..	..	.	..	1	2	4	5	3	1	1	..	..	..
R.C.S.S.—Districts....	.	125	644	928	792	678	348	178	102	46	18	2	..	.	..	9	108	269	366	368	253	120	53	13	1
P.S.—Districts....	.	22	41	65	66	48	31	23	14	5	3	1	..	.	..	...	8	28	32	26	21	13	3	..	..

N.B.—In the above table, the ages of 352 English-speaking pupils of the R.C.S.S., Districts, and of 52 English-speaking pupils of the R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont, are not included.

OF PUPILS

OF PUPILS IN VARIOUS FORMS

ages indicated at head of columns)

Form III											Form IV										Form V							
7	8	9	10	11	12	13	14	15	16	17	9	10	11	12	13	14	15	16	17	18	12	13	14	15	16	17	18	19
..	3	32	105	164	157	119	80	27	1	..	..	6	35	84	128	113	56	16	3	..	3	5	9	13	7	5	..	..
..	1	4	19	31	28	23	12	2	1	..	..	3	9	16	30	23	13	4	..	..	..	..	..	..	..	..	..	..
..	...	7	50	162	199	173	135	47	13	..	..	3	21	73	98	119	90	30	1	..	6	14	44	50	36	12	..	..
..	5	52	183	319	355	261	115	30	2	..	1	10	46	123	185	130	53	18	2	..	5	22	48	45	18	14	..	1
..	2	9	29	24	41	30	13	4	1	..	..	11	19	20	31	32	10	4	..	..	..	..	..	1	3	2	..	..
1	1	38	99	125	161	144	68	19	2	2	1	13	20	72	113	84	36	12	2	1	..	..	6	5	5	..	..	..
..	...	1	1	...	3	1	1	...	...	..	..	..	..	2	...	1	...	..	..	..	..	..	..	..	..	..	..	..
..	1	21	171	259	368	309	175	69	5	1	..	5	34	120	174	211	140	45	8	1	1	8	13	15	15	5	..	..
..	...	2	13	28	29	31	17	7	...	..	..	..	3	14	14	11	13	2	..	..	..	..	..	..	..	..	..	..

APPENDIX H—TABLE 2—SUMMARY IN PERCENTAGES OF AGES OF PUPILS

	Form I															
	Under 5 Yrs.	5 Yrs.	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.
R.C.S.S., Essex and Kent		4.26	23.10	26.05	21.19	14.24	6.17	3.02	.92	.66	.26	.07	.06			
P.S., Essex and Kent		4.73	21.82	26.18	17.45	12.	8.72	3.64	3.64	1.09	.73					
R.C.S.S., Prescott and Russell	.14	10.	25.95	23.48	19.80	11.27	5.45	2.74	.77	.27	.13					
P.S., Prescott and Russell		17.75	25.18	20.62	14.87	11.75	7.43	1.44	.24	.72						
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	.06	2.39	21.53	22.41	21.28	14.	9.60	4.65	2.64	1.13	.25	.06				
P.S., Glengarry			10.34	20.69	24.14	13.79	10.35	17.24	3.45							
R.C.S.S., Districts		3.24	16.68	24.04	20.51	17.56	9.01	4.61	2.64	1.19	.47	.05				
P.S., Districts		6.90	12.85	20.37	20.69	15.05	9.72	7.21	4.39	1.57	.94	.31				
Rural Public and Separate Schools	.18	5.69	21.37	27.73	21.87	11.67	5.82	2.69	1.5	.84	.44	.14	.05	.01		
R.C.S.S., Ottawa		4.60	20.74	23.19	23.40	12.97	7.82	3.89	2.16	.72	.42	.09				
Urban Public and Separate Schools	1.88	7.19	21.85	29.72	22.03	9.89	4.06	1.80	.86	.43	.18	.08	.02	.01		

APPENDIX H—TABLE 2—PERCENTAGE OF PUPILS OF DIFFERENT AGES—Continued

	Form II													
	6 Yrs.	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.
R.C.S.S., Essex and Kent		.88	10.21	23.33	22.83	19.17	12.61	7.44	2.90	.63				
P.S., Essex and Kent		.75	10.45	20.90	27.61	15.67	14.92	5.97	2.98	.75				
R.C,S.S., Prescott and Russell	.05	3.57	11.70	22.41	22.91	19.17	12.82	5.41	1.62	.17	.11	.06		
P.S., Prescott and Russell		2.54	14.72	25.38	20.30	12.69	15.23	7.11	2.03					
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont		.60	8.66	18.80	23.43	20.30	16.72	6.86	3.88	.60	.15			
P.S., Glengarry			5.88	11.77	23.53	29.41	17.65	5.88	5.88					
R.C.S.S., Districts		.58	6.88	17.13	23.31	23.44	16.12	8.28	3.38	.83	.06			
P.S., Districts			6.11	21.37	24.43	19.85	16.03	9.92	2.29					
Rural Public and Separate Schools	.2	3.27	17.39	27.82	21.97	13.69	7.99	4.27	2.13	.91	.27	.05	.02	.02
R.C.S.S., Ottawa		.92	7.09	16.51	22.55	20.30	16.20	8.81	3.40	1.85	.31	.06		
Urban Public and Separate Schools	.04	3.44	22.41	30.57	21.40	11.41	5.87	2.89	1.24	.53	.18	.02		.01

	Form III												
	7 Yrs.	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.
R.C.S.S., Essex and Kent		.44	4.65	15.26	23.84	22.82	17.30	11.63	3.92	.14			
P.S., Essex and Kent		.83	3.31	15.70	25.62	23.14	19.01	9.91	1.65	.83			
R.C.S.S., Prescott and Russell		.38	3.94	13.84	24.13	26.85	19.74	8.70	2.27	.15			
P.S., Prescott and Russell		1.31	5.88	18.95	15.69	26.80	19.61	8.50	2.61	.65			
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont	.15	.15	5.76	15.	18.94	24.40	21.82	10.30	2.88	.30	.30		
P.S., Glengarry			14.29	14.29		42.86	14.28	14.28					
R.C.S.S., Districts		.07	1.52	12.41	18.78	26.69	22.40	12.69	5.01	.36	.07		
P.S., Districts			1.57	10.24	22.05	22.83	24.41	13.39	5.51				
Rural Public and Separate Schools	.08	1.55	9.83	20.85	23.81	19.29	12.80	7.77	3.00	.84	.14	.03	.01
R.C.S.S., Ottawa			.89	6.36	20.61	25.32	22.01	17.18	5.98	1.65			
Urban Public and Separate Schools	.04	1.49	11.26	23.00	24.86	18.55	11.37	5.79	2.63	.88	.10	.02	.01

APPENDIX H—TABLE 2—PERCENTAGE OF PUPILS OF DIFFERENT AGES—Continued

	Form IV											
	8 Yrs.	9 Yrs.	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs.
R.C.S.S., Essex and Kent			1.36	7.94	19.05	29.02	25.62	12.70	3.63	.68		
P.S., Essex and Kent			3.06	9.18	16.33	30.61	23.47	13.27	4.08			
R.C.S.S., Prescott and Russell		.18	1.76	8.10	21.65	32.57	22.89	9.33	3.17	.35		
P.S., Prescott and Russell			8.66	14.96	15.75	24.41	25.20	7.87	3.15			
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont		.28	3.67	5.65	20.34	31.92	23.73	10.17	3.39	.57	.28	
P.S., Glengarry					66.67		33.33					
R.C.S.S., Districts			.68	4.61	16.26	23.58	28.59	18.97	6.10	1.08	.13	
P.S., Districts				5.26	24.56	24.56	19.30	22.81	3.51			
Rural Public and Separate Schools	.02	.28	2.87	11.21	21.43	25.48	21.21	12.20	4.18	.92	.16	.04
R.C.S.S., Ottawa			.69	4.83	16.78	22.53	27.36	20.69	6.89	.23		
Urban Public and Separate Schools		.15	2.57	12.08	23.27	26.18	19.83	11.08	4.05	.68	.10	.01

	Form V									
	10 Yrs.	11 Yrs.	12 Yrs.	13 Yrs.	14 Yrs.	15 Yrs.	16 Yrs.	17 Yrs.	18 Yrs.	19 Yrs. and over
R.C.S.S., Essex and Kent			7.14	11.90	21.43	30.95	16.67	11.91		
P.S., Essex and Kent										
R.C.S.S., Prescott and Russell			3.27	14.38	31.37	29.41	11.77	9.15		.65
P.S., Prescott and Russell						16.67	50.	33.33		
R.C.S.S., Carleton, Dundas, Glengarry, Renfrew, Stormont					37.50	31.25	31.25			
P.S., Glengarry										
R.C.S.S., Districts			1.75	14.03	22.81	26.32	26.32	8.77		
P.S., Districts										
Rural Public and Separate Schools	.34	1.96	8.89	19.05	25.58	23.86	13.11	5.18	1.24	.79
R.C.S.S., Ottawa			3.70	8.64	27.16	30.87	22.22	7.41		
Urban Public and Separate Schools		.89	2.97	8.78	15.25	25.64	25.69	14.62	5.01	1.15

APPENDIX I—CERTIFICATES, EXPERIENCE, SALARIES OF TEACHERS

TABLE 1—CERTIFICATES OF TEACHERS

(Figures Denote Number of Teachers Holding Certificates Indicated in First Column)

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S. Glengarry	R.C.S.S.—Districts	P.S.—Districts	Total
Permanent First Class	2	1	..	..	..	1	..	2	..	6
Interim First Class	..	1	1	..	..	..	..	..	..	2
High School Assistant	..	..	1	..	..	..	..	..	..	1
Permanent Second Class	32	4	2	2	3	14	1	22	..	80
Interim Second Class	3	..	1	..	4	5	1	10	1	25
English-French B	17	1	..	9	5	3	..	17	1	53
English-French C	34	9	5	60	12	20	..	66	15	221
English-French District	1	..	..	5	..	..	..	9	3	18
Permanent Ungraded	4	..	5	2	1	6	..	3	..	21
Limited Third Class	..	..	..	..	..	2	..	..	..	2
Permanent English-French Third	..	..	..	2	1	1	..	3	..	7
Expired Certificates	8	1	45	34	3	13	..	56	3	163
Temporary Certificates	..	..	..	2	..	7	..	30	..	39
No Certificates	..	..	86	93	..	17	..	10	..	206
Total	101	17	146	209	29	89	2	228	23	844

TABLE 2—PERCENTAGES OF CERTIFICATES OF VARIOUS GRADES

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S. Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S.—Districts	Total
Permanent First Class	2	5.9	....	....	....	1.1	....	.9	....	.7
Interim First Class	....	5.9	.7	....	....	....	....	....	....	.2
High School Assistant	....	....	.7	....	....	....	....	....	....	.1
Permanent Second Class	31.6	23.5	1.4	1	10.4	15.7	50	9.6	....	9.5
Interim Second Class	3	....	.7	....	13.8	5.6	50	4.4	4.4	3
English-French B	16.8	5.9	....	4.3	17.2	3.4	....	7.5	4.4	6.3
English-French C	33.7	52.9	3.4	28.7	41.4	22.5	....	29	65.2	26.2
English-French District	1	....	....	2.4	....	....	....	3.9	13	2.2
Permanent Ungraded	4	....	3.4	1	3.4	6.7	....	1.3	....	2.5
Limited Third Class	....	....	....	....	....	2.2	....	....	....	.2
Permanent English-French Third	....	....	....	1	3.4	1.1	....	1.3	....	.8
Expired Certificates	7.9	5.9	30.8	16.2	10.4	14.6	....	24.6	13	19.3
Temporary Certificates	....	....	....	1	....	7.9	....	13.1	....	4.7
No Ontario Certificates	....	....	58.9	44.4	....	19.2	....	4.4	....	24.3

APPENDIX I—TABLE 3—EXPERIENCE OF TEACHERS IN ONTARIO

Total Experience in Ontario

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton, Dundas, Glengarry, Renfrew, Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S. Districts
Less than 1 year	17	4	10	47	7	14	..	11	1
1 year	9	3	15	24	4	13	..	20	3
2 years	9	1	19	27	2	7	1	32	8
3 years	8	3	9	15	5	5	..	20	5
4 years	6	1	11	17	2	5	..	17	1
5 years	6	..	12	16	..	4	1	15	1
6 years	3	..	5	11	1	6	..	20	..
7 years	2	1	5	6	..	3	..	18	1
8 years	3	1	5	6	1	..	..	17	..
9 years	1	..	6	4	1	3	..	9	1
10 years	2	1	7	4	..	4	..	5	..
11 years	3	1	1	3	..	2	..	6	..
12 years	4	1	5	4	1	..	..	1	..
13 years	2	..	4	6	1	..	..	2	1
14 years	3	..	1	2	..	2	..	6	..
15 years	1	..	2	2	..	2	..	2	..
16 years	2	..	4	3	..	1	..	3	..
17 years	4	..	3	..	..	..	..	2	..
18 years	2	..	6	4	2	1	..	3	..
19 years	1	..	..	1	..	1	..	4	..
20 years	..	..	4	..	..	2	..	3	..
21 years	1	..	..	2	..	4	..	1	..
22 years	..	..	5	..	1	1	..	2	..
23 years	..	..	1	1	1	1	..	1	..
24 years	1	..	..	..	..	1	..	..	1
25 years	3	..	1	..	..	2	..	..	..
26 years	1	..	..	1	..	..	..	..	..
27 years	1	..	..	..	..	1	..	..	..
28 years	2	..	..	..	..	1	..	..	..
29 years	..	..	..	..	..	..	..	1	..
30 years	..	..	1	..	..	..	..	2	..
32 years	1	..	..	..	..	..	..	1	..
33 years	..	..	1	..	..	..	..	..	..
34 years	..	..	..	..	..	..	..	1	..
35 years	1	..	..	..	..	..	..	..	..
36 years	..	..	1	..	..	1	..	..	..
39 years	1	..	..	..	..	..	..	..	..
40 years	..	..	1	..	..	..	..	..	..
41 years	1	..	..	..	..	..	..	..	..
45 years	..	..	1	..	..	..	..	..	..

APPENDIX I—TABLE 4—SALARIES OF TEACHERS

	R.C.S.S. Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S.—Districts
$250 00	..	..	..	4	..	..	..	..	..
275 00	..	..	..	1	..	..	..	..	..
290 00	5	..	..	..	..	..	..	..	..
300 00	..	..	..	43	3	9	..	..	..
325 00	..	..	..	..	..	4	..	..	..
350 00	..	..	..	5	..	1	..	..	..
400 00	3	..	66	13	..	13	..	3	..
425 00	..	..	..	..	..	..	..	5	..
440 00	..	..	..	1	..	..	..	..	..
450 00	7	..	..	18	..	2	..	9	..
460 00	..	..	..	1	..	..	..	..	..
475 00	..	..	..	3	..	..	..	..	..
480 00	..	..	..	1	..	..	..	..	..
500 00	31	..	17	41	2	16	..	1	..
525 00	..	..	..	6	1	..	..	4	..
540 00	..	..	..	1	..	..	..	..	..
550 00	3	..	..	9	1	5	..	9	..
575 00	..	..	..	7	3	..	..	1	..
580 00	..	..	..	2	..	..	..	..	..
600 00	1	..	23	20	5	9	..	17	..
625 00	..	..	..	4	..	..	..	2	..
637 50	..	..	..	..	..	..	..	1	..
650 00	..	..	..	6	1	..	..	8	..
675 00	..	..	..	3	..	..	..	1	..
700 00	..	1	2	6	2	9	..	14	1
712 50	..	..	..	..	..	..	..	1	..
725 00	..	..	..	..	..	2	..	..	..
750 00	1	..	10	3	1	4	..	9	2
800 00	9	..	24	2	3	4	..	38	12
825 00	..	..	..	..	..	..	..	2	..
850 00	..	..	..	..	..	2	..	8	2
900 00	8	2	1	4	1	5	..	30	4
925 00	..	..	..	..	..	..	..	2	..
950 00	..	1	..	..	..	1	..	5	..
1,000 00	25	4	2	2	6	..	2	20	1
1,025 00	1	1	..	..	..	..	..	..	..
1,050 00	2	1	..	..	..	..	..	6	1
1,060 00	1	..	..	..	..	..	..	..	..
1,100 00	2	2	..	..	..	..	..	8	..
1,150 00	1	1	..	..	..	..	..	4	..
1,200 00	1	4	..	..	..	1	..	3	..
1,250 00	..	1	..	..	..	..	..	3	..
1,300 00	..	..	..	..	..	..	..	1	..
1,400 00	..	..	..	..	..	1	..	5	..
1,500 00	..	..	..	1	..	..	..	2	..
1,600 00	..	..	..	..	..	1	..	1	..
1,800 00	..	..	1	..	..	..	..	2	..

APPENDIX J—

TIME (IN MINUTES PER WEEK)

School	English					French				
	Form I	Form II	Form III	Form IV	Form V	Form I	Form II	Form III	Form IV	Form V
R.C.S.S.—Essex and Kent										
2, 5, 8 Anderdon	400	400	300	450	...	300	300	225	225	...
8, 10 Anderdon and Colchester	450	230	230	405	...	465	190	240	225	...
11 Anderdon and Colchester	230	105	...	315	...	150	100	...	100	...
3B Colchester N	55	100	100	100	...	135	45	45	45	...
3 Dover	300	275	275	320	85	400	155	210	210	210
7 Dover	200	...	180	230	...	230	...	230	230	...
9 Dover	85	125	125	200	...	75	100	100	175	...
1 Maidstone	125	75	160	260	...	75	75	150	150	...
6 Maidstone	New	teach	er —	no ti	me-ta	ble pr	epare	d.		
3 Rochester	290	120	120	120	...	375	150	150	150	...
6 Rochester	475	200	155	230	...	300	80	125	120	...
17 Rochester	150	200	145	180	...	75	100	100	175	...
9, 14 Rochester and Tilbury N	60	80	135	185	...	70	80	125	125	...
2 Sandwich S	315	280	125	275	...	450	350	100	100	...
3 Sandwich E	100	135	115	190	...	100	100	100	100	...
4 Sandwich W	200	180	...	350	...	85	85	...	130	...
8 Sandwich W	190	210	165	390	...	175	150	150	285	...
3 Tilbury E	125	75	110	160	...	90	135	120	120	...
1 Tilbury N	180	240	240	360	215	375	150	150	180	...
2 Tilbury N	165	95	150	225	...	100	90	80	80	...
6 Tilbury N	150	145	45	45	...	50	80	80	135	...
7 Tilbury N	150	160	...	285	...	225	35	...	...	...
10, 11 Tilbury N. and Rochester	145	125	100	175	...	50	80	100	...	...
11 Tilbury N	170	140	240	330	...	150	50	110	90	...
Belle River	500	330	350	500	330	300	300	300	300	150
Ford—Notre Dame	525	290	290	350	210	375	175	175	300	45
St. Joseph	225	675	440	575	...	375	300	160	235	...
St. Jules	390	465	160	175	...	295	300	150	150	...
St. Rosaire	315	365	300	325	...	315	215	320	175	...
Lasalle—Sacred Heart	630	200	180	265	...	420	150	195	235	...
Riverside—Ste. Cecile	350	175	350	...	...	400	150	275	...	...
St. Pierre	400	270	225	320	...	525	150	200	180	...
Ste. Thérèse	225	200	135	230	...	220	95	300	300	...
Sandwich	75	190	425	360	...	475	300	305	300	...
Tecumseh	445	425	320	450	360	405	350	300	300	300
Tilbury	445	225	265	340	...	400	300	340	300	...
Windsor—Sacred Heart	...	...	...	...	...	150	150	150	225	...
Holy Name	...	...	...	...	...	75	150	150	150	...
P.S.—Essex and Kent										
2, 5 Anderdon	150	125	175	215	...	125	75	75	...	...
6 Anderdon	445	345	750	900	...	150	225	300	300	...
4 Dover	600	200	200	280	...	300	300	300	300	...
1 Maidstone and Rochester	350	150	225	335	...	150	95	140	140	...
3 Maidstone	700	100	130	240	...	...	...	150	150	...
6 Rochester	320	...	120	180	...	115	...	70	70	...
5 Sandwich E	480	310	270	280	...	150	125	50	75	...
6 Sandwich E	135	45	140	190	...	35	...	120	120	...
2 Sandwich W	245	120	85	135	...	100	100	100	100	...
6 Sandwich W	225	200	300	345	...	220	95	200	...	...
8, 9 Sandwich W	95	150	80	170	...	115	90	165	165	...
9 Sandwich W	230	205	180	180	...	...	...	20	...	...
3 Tilbury N	210	110	110	160	...	150	100	80	80	...
R.C.S.S.—Ottawa										
Brébeuf	170	375	290	255	390	460	380	235	300	420
Duhamel	225	300	265	425	...	580	340	425	275	...
Garneau	400	215	345	360	...	300	170	405	405	...
Guigues	225	270	290	300	300	480	305	350	300	300
Mazenod	150	220	405	...	...	400	275	555	...	...

TIME TABLES

GIVEN TO EACH SUBJECT OF STUDY

Arithmetic					Geography			History			Writing	Drawing
Form I	Form II	Form III	Form IV	Form V	Form III	Form IV	Form V	Form III	Form IV	Form V		
225	225	300	300	...	150	150	...	150	150	...	75	45
300	115	75	200	...	75	200	...	75	75	...	60	60
75	25	...	50	...	...	60	...	...	65	...	50	60
50	50	50	50	...	40	40	...	50	50	...	20	15
200	100	100	100	...	100	100	100	75	75	75	60	60
150	...	150	150	...	60	60	...	60	60	...	30	60
75	100	150	100	...	75	75	...	45	75	...	...	...
25	35	50	75	...	75	75	...	35	35	...	25	60
...	...	...	...	...	...	...	...	...	...	...	...	...
375	85	85	85	...	45	60	...	45	60	...	25	60
300	125	75	100	...	55	100	...	60	125	...	75	50
100	50	50	50	...	45	45	...	45	45	...	75	45
45	50	100	75	...	75	75	...	50	50	...	20	25
200	100	50	60	...	50	75	...	30	75	...	75	65
50	50	50	70	...	40	60	...	35	60	...	60	65
100	50	...	100	...	...	100	...	...	100	...	20	30
75	150	225	225	...	150	150	...	150	150	...	65	80
125	100	100	75	...	70	50	...	70	50	...	75	60
225	115	115	125	125	125	150	150	100	140	...	45	60
140	50	45	60	...	40	70	...	30	30	...	40	40
50	50	50	50	...	50	75	...	none	50	...	50	120
150	60	...	75	...	...	80	...	...	75	...	45	60
100	50	50	50	...	35	50	...	35	50	...	50	60
150	50	75	75	...	50	75	...	50	75	...	75	60
200	150	200	200	200	100	100	...	100	100	...	75	65
300	100	100	125	...	80	120	120	80	120	120	55	80
300	160	300	300	...	200	200	...	160	160	...	125	45
325	150	175	175	...	60	60	...	80	120	...	80	60
225	170	215	100	...	115	60	...	100	60	...	85	50
225	100	140	175	...	80	100	...	60	100	...	60	60
150	75	100	...	...	75	...	...	75	...	...	120	110
150	75	75	75	...	50	150	...	50	150	...	100	60
150	60	70	70	...	125	125	...	60	100	...	55	50
225	225	190	250	...	100	125	...	95	150	...	70	60
275	250	200	225	300	100	100	150	125	100	150	100	75
135	150	140	225	...	120	100	...	90	100	...	70	45
...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...
100	50	75	75	...	40	40	...	40	40	...	30	60
40	40	225	225	...	120	120	...	225	225	...	75	90
225	75	100	100	...	60	120	...	60	120	...	30	60
150	150	150	150	...	50	50	...	50	50	...	100	60
200	100	100	100	...	60	60	...	60	60	...	50	60
75	...	75	100	...	45	45	...	30	60	...	30	50
300	150	75	75	...	40	40	...	40	40	...	50	60
150	50	50	50	...	50	50	...	50	50	...	50	60
95	45	50	70	...	60	60	...	80	80	...	60	60
175	75	200	75	...	100	100	...	100	225	...	25	60
100	100	50	75	..	50	75	...	50	75	...	10	60
150	75	100	100	...	60	60	...	60	60	...	40	60
150	50	50	75	...	50	50	...	50	50	...	10	60
170	300	285	300	300	50	70	60	50	70	60	60	45
260	290	215	200	...	75	120	...	135	100	...	45	35
175	150	300	300	...	90	135	...	90	135	...	45	40
230	275	300	300	300	50	65	60	60	65	60	55	60
225	225	300	...	...	60	...	...	60	...	...	50	30

APPENDIX J—TIME (IN MINUTES PER WEEK)

School	English					French				
	Form I	Form II	Form III	Form IV	Form V	Form I	Form II	Form III	Form IV	Form V
R.C.S.S.—Ottawa, *Continued*										
Sacré Coeur	100	315	470	375	...	250	390	345	365	...
Ste. Anne	200	305	315	325	340	550	415	460	350	254
St. Antoine	285	270	375	...	...	275	290	360	...	...
St. Charles—Ottawa	175	365	60	325	...	525	380	80	455	...
Eastview	165	185	245	...	...	370	255	270	...	...
St. Conrad	150	...	365	200	285	400	...	270	200	275
Ste. Famille	100	330	...	...	...	450	140	...	...	...
St. Francois	90	265	...	...	...	425	345	...	...	...
St. Gerard	410	365	330	...	...	470	350	330	...	...
St. Jean Baptiste	300	240	300	325	305	600	475	425	425	270
St. Pierre	305	285	285	335	...	300	330	330	360	...
St. Roch	200	420	...	...	...	450	220	...	...	...
Notre Dame de Rosaire	300	325	375	300	330	455	270	395	250	285
Youville	300	370	315	485	540	505	450	465	335	270
R.C.S.S.—Prescott and Russell										
3 Alfred	110	60	70	75	...	200	150	150	150	...
6 Alfred	155	125	120	150	...	120	105	105	105	...
7 Alfred	135	70	90	130	...	140	85	95	60	...
7, 8 Alfred	75	95	80	115	...	70	90	75	170	...
8 Alfred	175	90	70	180	..	500	90	90	180	...
9 Alfred	210	210	210	210	...	160	135	195	195	...
12 Alfred	140	110	90	130	...	105	110	70	85	...
13 Alfred	45	245	150	225	...	120	130	180	250	...
14 Alfred	25	100	120	160	...	225	85	120	170	...
15 Alfred	150	85	115	115	...	75	75	125	175	...
1 Caledonia	25	105	120	85	...	75	90	115	120	...
3, 4, 10 Caledonia	100	125	100	...	...	100	105	80	...	...
7 Caledonia	75	100	125	155	...	75	200	175	175	...
10 Caledonia	105	125	90	...	...	150	150	160	...	...
12 Caledonia	...	80	55	...	...	225	130	105	...	...
13 Caledonia	50	95	275	...	...	120	235	380	...	...
2 Hawkesbury E	150	180	120	180	...	450	150	130	130	...
4 Hawkesbury E	50	90	115	200	...	120	75	130	165	...
6 Hawkesbury E	45	65	105	120	...	85	110	110	95	...
7 Hawkesbury E	150	275	300	370	300	415	590	450	370	225
10 Hawkesbury E	125	210	110	180	...	360	120	100	100	...
11 Hawkesbury E	40	...	170	200	...	200	...	80	70	...
12 Hawkesbury E	35	75	120	120	...	200	105	165	165	...
15 Hawkesbury E	50	70	125	...	...	100	150	220	...	...
16 Hawkesbury E	70	100	100	175	...	175	75	115	160	...
17 Hawkesbury E	60	125	80	...	...	50	125	120	120	...
19 Hawkesbury E	75	75	155	230	...	50	90	180	190	...
3 Hawkesbury W	70	60	70	100	...	50	50	45	120	...
3 Longueuil	50	100	175	...	...	250	135	150	...	...
4 Longueuil W	75	75	100	175	...	105	80	85	110	...
7 Longueuil	115	155	180	195	...	70	90	40	90	...
1 Plantagenet N	50	65	85	100	...	100	95	85	100	...
2 Plantagenet N	85	110	235	...	...	50	80	185	...	...
4 Plantagenet N	125	100	100	130	...	60	90	140	140	...
5 Plantagenet N	40	...	210	210	...	150	...	135	150	...
6 Plantagenet N	130	60	180	125	...	80	55	105	60	...
7 Plantagenet N	120	70	...	145	...	100	75	...	100	...
8 Plantagenet N	200	175	175	280	...	340	160	160	105	...
9 Plantagenet N	200	100	60	165	...	50	135	185	115	...
12 Plantagenet N	110	80	40	40	...	150	155	100	100	...
13 Plantagenet N	50	50	150	160	...	50	120	130	110	...
15 Plantagenet W	25	90	90	210	...	50	115	100	125	...
4 Plantagenet S	...	250	225	350	...	...	275	300	290	...
6, 7 Plantagenet S and Caledonia	100	75	95	...	...	75	170	180	...	...
7 Plantagenet S	300	120	85	210	...	345	85	85	160	...

GIVEN TO EACH SUBJECT OF STUDY—(Continued)

Arithmetic					Geography			History			Writing	Drawing
Form I	Form II	Form III	Form IV	Form V	Form III	Form IV	Form V	Form III	Form IV	Form V		
200	190	250	300	...	85	120	...	55	90	...	65	30
215	250	200	215	180	60	100	60	30	75	120	70	45
250	250	200	...	...	75	...	...	90	...	...	65	40
325	200	125	225	...	70	75	...	...	75	...	55	30
265	150	150	...	...	65	...	...	65	...	...	60	35
200	...	270	225	135	90	100	100	80	120	120	70	40
300	275	...	...	...	...	...	...	...	...	...	75	30
250	275	...	...	...	...	...	...	...	...	...	50	30
175	225	275	...	...	125	...	...	50	...	...	75	40
60	325	300	285	240	50	50	50	50	50	50	65	55
265	150	150	100	...	90	120	...	90	100	...	45	45
275	275	...	...	...	...	...	...	...	...	...	50	30
225	275	200	200	90	50	120	60	50	75	90	75	45
230	240	180	180	240	120	120	90	120	100	100	60	50
150	50	50	50	...	20	30	..	20	30	...	25	10
150	75	75	75	...	30	30	...	25	30	...	50	60
150	50	50	75	...	20	35	...	15	30	...	15	20
75	50	100	50	...	35	60	...	45	60	...	100	30
225	90	90	90	...	30	30	...	30	30	...	20	30
150	60	60	60	...	75	60	...	60	60	...	75	90
90	40	40	40	...	20	20	...	20	20	...	15	25
100	75	75	80	...	60	60	...	60	60	...	25	40
150	60	60	60	...	25	60	...	25	60	..	75	55
50	50	50	150	...	45	45	...	30	30	...	25	30
50	75	75	100	...	30	30	...	30	30	...	50	60
50	75	75	...	...	75	...	...	75	...	...	15	20
50	50	75	75	...	25	25	...	25	25	...	50	30
100	75	75	...	...	30	...	...	20	...	...	30	30
150	75	75	...	...	75	...	...	75	...	...	60	60
80	120	150	...	...	50	...	...	40	...	...	30	20
270	150	75	75	...	30	60	...	40	50	...	50	25
50	50	50	60	...	30	60	...	30	60	...	40	25
25	50	75	75	...	30	30	...	30	30	...	15	25
200	250	300	225	150	150	100	...	150	125	240	40	50
180	120	60	60	...	60	60	...	60	60	...	120	60
250	...	50	30	...	100	100	..	100	100	...	50	60
50	50	100	100	...	80	80	..	80	80	...	10	60
75	75	75	...	...	30	...	...	30	...	...	25	30
75	50	75	75	...	50	50	..	25	50	...	50	60
50	50	60	60	...	30	30	...	45	45	...	30	60
50	50	50	75	...	30	30	..	30	30	...	60	30
50	75	100	120	...	60	120	..	90	90	...	75	30
75	75	75	...	...	125	...	..	50	...	...	50	60
75	75	75	75	...	50	50	..	50	50	...	40	40
25	30	60	75	...	45	60	..	20	20	...	15	30
90	25	35	40	...	35	40	..	35	35	...	60	40
75	75	150	...	...	80	...	...	80	...	...	15	15
60	60	75	75	...	30	30	...	30	30	...	30	30
75	...	60	80	...	40	60	...	40	80	..	30	60
80	30	75	40	...	75	35	...	30	30	..	15	10
150	35	...	90	...	...	30	...	...	20	...	60	40
300	90	90	90	...	35	35	...	35	35	...	25	15
300	100	100	100	...	50	50	..	50	50	...	75	30
65	60	60	60	...	60	60	..	60	60	...	30	60
50	50	50	50	...	40	40	...	40	40	...	30	30
50	50	50	50	...	45	60	...	30	40	.	15	60
...	100	100	100	...	150	150	...	150	150	...	60	60
90	90	80	...	...	35	...	...	35	...	...	20	20
300	75	75	75	...	40	50	...	40	50	...	25	35

APPENDIX J—TIME (IN MINUTES PER WEEK)

School	English					French				
	Form I	Form II	Form III	Form IV	Form V	Form I	Form II	Form III	Form IV	Form V
R.C.S.S.—Prescott and Russell, *Continued*										
8 Plantagenet S.	...	50	125	215	...	100	175	175	175	...
9 Plantagenet S.	60	60	30	...	...	120	80	140	...	...
11 Plantagenet S.	100	55	105	105	...	60	125	175	175	...
15 Plantagenet S.	50	110	110	140	...	40	80	85	85	...
16 Plantagenet S.	30	80	100	170	...	120	130	140	180	...
1 Cambridge	125	90	85	145	...	100	100	175	165	...
3 Cambridge	25	100	80	125	...	150	135	135	135	...
4 Cambridge	115	100	110	110	...	60	120	120	120	...
6 Cambridge	30	55	95	120	...	60	90	95	95	...
6, 7 Cambridge	150	225	180	190	...	180	430	320	135	...
10 Cambridge	30	100	50	80	...	150	100	120	120	...
11, 13 Cambridge and S. Plantagenet	150	125	150	205	...	300	180	205	205	...
13 Cambridge	50	50	100	125	...	85	50	150	175	...
14 Cambridge	...	50	110	120	...	100	100	110	110	...
15 Cambridge	50	165	280	...	...	75	135	185	...	...
16 Cambridge	150	175	200	275	...	350	175	250	225	...
20 Cambridge	50	180	125	...	...	100	225	110	...	...
21 Cambridge	190	360	350	...	...	400	560	400	...	...
3 Clarence	100	140	115	200	...	100	135	120	160	...
5 Clarence	...	300	330	315	150	...	300	375	345	300
6 Clarence	75	310	285	305	165	600	350	285	315	225
8 Clarence	125	100	150	75	...	270	75	100	100	...
11 Clarence	25	95	75	...	...	60	205	205	...	...
12 Clarence	50	75	100	100	...	150	75	150	150	...
13 Clarence	45	100	250	...	...	175	250	325	...	...
14 Clarence	100	80	110	...	...	125	140	140	...	...
15 Clarence	120	120	150	230	...	75	110	120	115	...
16 Clarence	30	30	60	...	...	30	120	120	...	...
17 Clarence	250	...	380	...	...	465	...	335	...	...
18 Clarence	50	80	95	180	...	70	185	155	110	...
19 Clarence	...	60	50	50	...	60	210	200	200	...
20 Clarence	50	90	135	115	...	150	50	165	165	...
21 Clarence	300	175	175	175	...	290	150	150	150	...
22 Clarence	45	95	110	110	...	150	135	150	150	...
24 Clarence	75	150	90	...	...	150	145	100	...	...
1 Cumberland	125	225	145	...	...	230	195	260	...	...
2 Cumberland	65	155	100	...	...	150	150	150	...	...
7 Cumberland	110	80	125	125	...	245	95	130	140	...
6, 10 Cumberland	75	250	250	...	...	200	300	200	...	...
11 Cumberland	225	205	205	175	...	900	310	310	140	...
14 Cumberland	180	215	255	150	...	150	225	195	145	...
15 Cumberland	75	75	175	...	...	150	135	190	...	...
1, 12 Russell and Winchester	50	175	175	...	...	175	150	175	...	...
4 Russell	100	90	180	...	...	105	165	355	...	...
5, 9 Russell and Cambridge	30	130	145	...	...	70	125	75	...	...
6 Russell (Embrun)	200	385	205	395	...	390	320	325	285	...
7 Russell	100	150	135	...	...	100	300	280	...	...
8 Russell	40	130	165	...	...	160	175	135	...	...
12 Russell and Cambridge	175	450	160	240	...	375	570	220	210	...
13 Russell	75	125	140	...	...	75	250	140	...	...
14 Russell	75	175	150	...	...	175	150	225	...	...
16 Russell	100	110	110	...	...	150	70	130	...	...
19, 22 Russell and Cambridge	15	165	155	...	...	315	330	160	...	...
Casselman	150	195	330	335	245	425	300	270	375	245
Rockland—Sacred Heart	100	235	360	325	...	315	350	345	350	...
Ste. Famille	60	350	375	...	...	700	200	375	...	...
St. Joseph	255	215	225	350	195	285	345	300	295	255
10 Alfred	255	300	300	300	...	490	300	300	300	...
Hawkesbury—Bonsecours	325	180	...	...	...	525	650	...	...	...
Sacred Heart	250	245	415	300	250	250	440	325	300	300
St. Joseph	...	375	610	525	155	...	450	525	750	300
Vankleek Hill	40	365	255	460	...	470	450	400	375	...

GIVEN TO EACH SUBJECT OF STUDY—(Continued)

Arithmetic					Geography			History			Writing	Drawing
Form I	Form II	Form III	Form IV	Form V	Form III	Form IV	Form V	Form III	Form IV	Form V		
120	150	180	180	...	30	30	...	30	30	...	75	60
120	40	60	...	...	30	...	...	30	...	...	15	30
50	75	75	75	...	30	30	...	20	30	...	20	60
100	100	100	100	...	40	40	...	40	40	...	10	40
50	40	40	80	...	40	60	..	40	60	...	30	35
75	75	100	100	...	60	60	...	75	75	...	55	55
75	75	75	75	...	45	45	...	30	30	...	50	30
150	50	75	50	...	50	50	...	50	50	...	75	60
75	75	75	75	...	20	20	...	20	20	. .	20	45
225	300	140	80	...	30	20	...	40	40	...	75	30
150	100	100	100	...	15	15	...	15	30	...	60	55
525	100	150	150	...	50	50	...	50	50	...	35	40
100	50	75	75	...	20	20	...	20	20	...	30	30
100	100	100	100	...	30	30	...	20	20	...	10	30
100	150	120	...	...	30	...	...	30	...	...	15	15
75	75	100	125	...	100	100	...	75	75	...	75	30
80	100	150	...	...	60	...	...	60	...	...	30	30
300	250	240	...	...	75	...	...	75	...	...	150	55
75	75	40	100	...	45	45	...	45	45	...	45	30
...	300	225	200	300	100	120	...	100	75	150	75	50
225	300	225	250	90	75	60	...	50	90	90	55	45
300	50	50	50	...	20	50	...	30	50	...	30	20
100	90	80	...	...	75	...	...	75	...	...	45	30
75	100	100	100	...	20	20	...	20	20	...	...	30
125	75	50	...	...	40	...	...	40	...	...	50	35
140	80	40	...	...	40	...	...	40	...	...	30	20
200	65	75	75	...	25	35	...	35	40	...	35	60
75	75	75	...	...	30	..	...	30	...	...	45	45
300	...	300	...	...	60	...	...	90	...	...	75	30
40	60	65	75	...	40	40	...	30	40	...	15	30
120	120	150	150	...	60	60	...	60	60	...	70	30
75	75	75	75	...	30	30	...	20	30	...	15	15
60	100	100	100	...	50	75	...	50	75	...	70	30
100	50	75	75	...	60	60	...	60	60	...	25	30
50	75	100	...	...	45	...	...	45	...	...	80	30
300	200	100	...	...	75	...	...	45	...	...	15	30
100	100	100	...	...	50	...	...	50	...	...	75	...
125	50	50	50	...	20	20	...	30	30	...	30	20
25	100	75	...	...	100	...	...	50	...	...	75	25
350	225	225	150	...	60	95	...	50	50	...	40	30
140	125	150	65	...	50	45	...	30	30	...	55	50
50	75	180	...	...	80	...	...	120	...	...	30	30
75	100	125	...	...	100	...	...	100	...	...	50	15
75	75	175	...	...	150	...	...	150	...	...	25	40
50	75	75	...	...	30	...	...	30	...	...	45	25
140	115	125	250	...	80	70	...	60	95	...	45	40
125	150	150	...	...	60	...	...	60	...	...	15	30
100	150	150	...	...	40	...	...	40	...	...	30	30
450	275	80	120	...	40	40	...	40	40	...	50	45
100	175	100	...	...	50	...	...	50	...	...	60	10
100	100	100	...	...	30	...	...	30	...	...	50	20
100	100	150	...	...	40	...	...	40	...	...	100	35
300	300	300	...	...	60	...	...	60	...	...	20	30
200	300	150	200	150	75	120	60	75	75	260	65	40
300	275	250	225	...	50	120	..	50	125	...	95	40
200	300	225	...	...	150	...	...	50	...	...	80	30
300	220	240	160	240	90	120	...	90	75	120	65	35
240	60	300	300	...	90	90	...	90	105	...	80	60
275	300	...	...	...	...	...	...	...	...	...	85	50
225	265	215	300	300	70	90	...	50	90	150	50	35
...	300	340	300	300	35	30	...	35	30	150	75	30
100	300	150	200	...	60	100	...	60	100	...	70	40

APPENDIX J—TIME (IN MINUTES PER WEEK)

School	English					French				
	Form I	Form II	Form III	Form IV	Form V	Form I	Form II	Form III	Form IV	Form V
P.S.—PRESCOTT AND RUSSELL										
1, 5, Alfred	95	120	120	120	...	50	80	80	80	...
4 Alfred	145	90	90	105	...	75	80	80	55	...
2 Caledonia	130	150	150	205	...	100	60	60	...	...
3 Caledonia	75	65	90	...	...	50	95	95	...	...
10 Caledonia	20	210	180	230	...	150	100	165	45	...
15 Hawkesbury E.	155	195	220	...	...	105	170	225	...	...
18 Hawkesbury E.	110	100	100	250	...	50	75	90	130	...
19 Hawkesbury E.	100	85	95	225	...	115	125	185	80	...
20 Hawkesbury E.	90	100	155	205	...	50	120	145	145	...
4 Longueuil	150	125	275	...	...	150	25	75	...	...
L'Orignal	180	200	420	220	260	320	375	340	120	120
3 Plantagenet N.	265	210	210	210	...	515	135	135	135	...
6 Plantagenet N.	425	150	350	520	...	565	240	240	180	...
8 Plantagenet N.	200	150	125	230	...	20	20	20	20	...
14, 16 Plantagenet N. and Alfred	95	110	125	200	...	50	70	70	100	...
12 Plantagenet N.	80	120	130	175	...	75	50	80	105	...
9 Plantagenet S.	150	150	150	...	...	125	150	200	...	...
12, 20 Plantagenet S. and Roxborough	125	115	120	...	...	185	170	170	...	...
13 Cambridge	225	200	200	...	...	150	195	195	...	...
3 Clarence	30	70	70	120	...	30	55	55	55	...
18 Clarence and Cambridge	100	170	150	180	...	75	100	170	230	...
16, 23 Cumberland and Clarence	60	120	200	235	...	100	125	150	205	...
P.S.—GLENGARRY										
15 Charlottenburg	200	150	150	...	...	100	100	100	...	...
14 Lancaster	305	295	350	520	...	105	105	165	165	...
R.C.S.S.—CARLETON, DUNDAS, GLENGARRY, STORMONT										
6 Gloucester	250	290	360	385	...	275	455	300	295	...
14 Gloucester	400	115	135	135	...	400	115	140	140	...
15 Gloucester	125	240	285	420	...	500	340	380	375	...
17 Gloucester	130	75	150	200	...	200	150	170	170	...
18 Gloucester	75	225	...	...	...	225	300	...	...	...
20 Gloucester	90	225	225	...	...	300	120	210	...	...
26 Gloucester	150	70	80	...	...	200	90	90	...	...
27 Gloucester	75	60	60	...	...	350	165	165	...	...
Eastview—Girls' Class	75	340	340	410	...	625	510	510	390	...
Boys' Class	90	300	300	310	...	205	300	310	410	...
12 Osgoode	225	...	250	...	...	210	...	110	...	...
4 Winchester	...	75	150	...	...	150	130	240	...	...
Alexandria	550	455	415	420	...	300	300	300	300	...
15 Charlottenburg	150	150	175	365	...	175	125	90	90	...
12 Kenyon	150	105	105	150	...	75	150	105	105	...
13 Kenyon	180	255	210	280	...	60	60	60	105	...
10 Lancaster	...	...	...	...	...	65	65	65	...	...
2 Lochiel	175	100	100	...	...	120	100	90	...	...
4 Lochiel	150	180	180	210	...	105	135	165	120	...
8 Lochiel	355	225	160	235	...	135	195	195	140	...
11 Lochiel	175	90	105	210	...	55	55	120	120	...
12B Lochiel	475	155	140	260	...	405	160	170	205	...
Lancaster (St. Joseph)	525	1,055	300	260	310	240	120	...	...	90
5 Finch	375	255	255	265	190	320	255	450	180	30
6 Finch	110	98	...	120	...	190	120	...	140	...
12 Finch	25	90	140	80	...	100	125	100	110	...
12 Roxborough	250	100	110	135	...	300	125	210	210	...
16 Roxborough	90	190	175	...	...	150	210	200	...	...
Cornwall—Girls'	300	200	300	475	...	300	350	300	125	...
Boys'	705	465	415	295	...	400	375	210	300	...
Pembroke—(No time-table)	...	...	...	...	...	...	...	...	...	...

GIVEN TO EACH SUBJECT OF STUDY—(Continued)

Arithmetic					Geography			History			Writing	Drawing
Form I	Form II	Form III	Form IV	Form V	Form III	Form IV	Form V	Form III	Form IV	Form V		
75	75	75	75	...	75	75	...	50	50	...	45	60
150	50	50	75	...	20	20	...	20	20	...	10	40
100	75	75	100	...	45	100	...	30	100	...	40	60
50	50	75	...	...	30	...	...	45	...	...	50	30
50	50	75	60	...	40	125	...	30	75	...	40	60
75	75	75	...	...	75	...	...	75	...	...	15	30
100	100	100	100	...	40	40	...	40	60	...	25	30
150	25	50	50	...	50	50	...	30	150	...	25	30
50	50	60	75	...	40	55	...	25	50	...	40	30
200	75	90	...	...	40	...	...	40	...	...	30	45
150	300	220	80	80	60	120	120	60	90	90	70	55
350	150	150	150	...	75	75	...	75	75	...	40	45
500	50	200	200	...	75	90	...	50	90	...	45	45
125	40	75	100	...	75	75	...	75	75	...	55	35
50	50	50	75	...	30	30	...	30	30	...	40	30
180	50	75	75	...	50	75	...	25	75	...	45	60
125	100	100	...	...	40	...	...	40	...	...	25	50
150	150	150	...	...	40	...	...	40	...	...	20	30
75	75	75	...	...	50	...	...	50	...	...	100	60
100	60	60	60	...	20	30	...	20	30	...	15	30
75	75	100	100	...	45	100	...	45	75	...	30	20
100	75	75	125	...	60	120	...	60	75	...	30	90
100	60	60	...	...	45	...	...	45	...	...	30	60
300	300	300	300	...	90	90	...	90	90	...	50	60
675	300	200	200	...	75	90	...	100	90	...	65	45
200	150	75	75	...	20	30	...	20	30	...	50	30
225	300	225	240	...	75	120	...	50	60	...	75	30
125	75	125	75	...	120	120	...	120	120	...	30	20
150	150	...	...	...	...	...	...	...	...	...	30	20
100	225	150	...	...	90	...	...	60	...	...	75	60
150	50	75	...	...	15	...	...	15	...	...	30	30
125	45	45	...	...	30	...	...	30	...	...	...	60
150	150	150	150	...	40	40	...	60	60	...	50	30
175	300	100	300	...	40	75	...	40	100	...	65	50
120	...	100	...	...	40	...	...	40	...	...	45	45
100	150	150	...	...	40	...	...	40	...	...	25	60
150	300	150	180	...	80	120	...	80	120	...	80	60
35	25	150	200	...	75	150	...	100	150	...	65	55
130	130	130	130	...	40	40	...	40	40	...	75	60
300	300	300	300	...	120	120	...	120	120	...	40	65
...	...	...	...	...	...	...	...	...	...	...	...	...
100	50	40	...	...	45	...	...	30	...	...	40	60
75	75	75	75	...	30	30	...	30	15	...	30	30
50	75	100	125	...	40	75	...	40	75	...	70	40
25	25	50	50	...	45	45	...	45	45	...	50	30
300	75	75	100	...	20	40	...	45	60	...	50	35
100	125	150	150	...	100	150	...	100	120	...	75	80
150	150	150	150	30	30	30	30	30	80	...	65	90
175	85	...	90	...	...	30	...	...	30	...	20	30
125	75	45	60	...	45	30	...	20	80	...	30	30
250	75	75	75	...	40	40	...	40	40	...	55	60
150	125	100	...	...	30	...	...	40	...	...	30	25
225	300	200	225	...	50	75	...	50	75	...	55	50
300	300	150	150	...	90	80	...	90	100	...	70	45

APPENDIX J—TIME (IN MINTUES PER WEEK)

School	English					French				
	Form I	Form II	Form III	Form IV	Form V	Form I	Form II	Form III	Form IV	Form V
1 Appleby, Casimir, Dunnet....	110	130	110	180	...	100	90	80	70	...
1 Dunnet....................	500	100	110	215	...	430	55	75	125	...
2 Dunnet....................	95	95	100	220	...	100	135	210	235	...
1 Merritt....................	600	410	350	370	...	300	300	235	225	...
2 Neelon....................	490	450	420	575	...	340	300	300	150	...
Sudbury......................	270	205	375	280	335	500	400	495	350	260
1 Capreol....................	375	150	170	250	...	330	135	150	150	...
1 Bonfield....................	150	105	90	...	...	135	75	90	...	...
2A Bonfield..................	175	...	165	190	...	380	...	75	75	...
2B Bonfield..................	125	145	140	...	...	90	90	100	...	...
4 Bonfield....................	150	180	...	330	...	180	330	...	470	...
5 Bonfield....................	85	120	120	260	...	60	125	156	25	...
4 Bucke (N. Cobalt)..........	365	340	200	250	...	375	400	350	190	...
1 Caldwell (Verner)...........	450	180	275	450	390	375	190	270	330	240
2 Caldwell....................	100	140	110	...	...	100	100	150	...	...
4 Caldwell....................	125	100	100	110	...	100	60	150	160	...
1 McPherson and Caldwell.....	185	135	150	...	...	225	165	195	...	...
2 Ferris......................	170	85	80	110	...	50	55	50	20	...
3 Ferris......................	170	...	120	180	...	155	...	155	155	...
4 Ferris (Corbeil)............	355	175	195	295	...	285	160	160	160	...
1 Field......................	480	240	225	300	...	420	240	150	150	...
1 Papineau..................	250	80	150	250	...	110	110	200	200	...
2A Papineau..................	110	150	150	300	...	150	110	185	200	...
2B Papineau..................	65	90	50	75	...	70	75	120	80	...
1 Springer....................	435	135	135	190	...	325	95	110	110	...
2 Springer....................	150	75	195	150	...	125	120	240	175	...
5 Springer....................	80	140	165	195	...	45	140	195	175	...
2 Widdifield..................	70	40	75	115	...	30	26	80	45	...
Bonfield......................	215	230	170	270	...	150	205	170	270	...
Cache Bay...................	525	275	135	210	...	525	200	155	155	...
Mattawa (Ste. Anne)...........	365	425	220	390	420	215	350	285	270	150
North Bay—St. Mary...........	275	...	...	...	...	240	...	...	...	...
St. Joseph..........	250	210	210	...	...	275	210	210	...	...
St. Vincent.........	300	420	340	280	...	200	300	340	195	...
Sturgeon Falls.................	325	400	385	370	...	300	470	315	285	...
4 Calvert....................	275	400	250	295	...	325	400	260	150	...
1 Fauquier....................	155	90	90	...	...	190	90	90	...	...
2 Fauquier....................	500	250	240	...	...	160	165	140	...	...
3 Fauquier....................	100	75	75	...	...	100	75	135	...	...
1 O'Brien....................	325	390	325	485	...	435	455	315	260	...
2 O'Brien....................	330	170	170	...	...	160	160	160	...	...
3 O'Brien....................	135	150	150	...	...	95	155	140	...	...
1 Owens.....................	125	120	145	...	...	100	120	220	...	...
1 Machim, Fauquier, Shackleton	150	140	155	...	...	225	230	245	...	...
1 Shackleton..................	350	300	325	...	...	450	350	350	...	...
0 Williamson..................	300	225	...	...	...	300	225	...	...	...
3 Clute......................	280	150	80	...	...	125	180	140	...	...
3 Glackmeyer.................	115	150	150	...	...	80	180	180	...	...
4 Glackmeyer.................	...	135	155	155	...	60	80	110	110	...
5 Glackmeyer.................	100	150	150	...	...	50	75	75	...	...
7 Glackmeyer.................	400	225	225	...	...	160	225	225	...	...
1 Lamarche and Fournier......	15	50	45	...	...	60	95	65	...	...
2 Stock......................	125	100	195	270	...	50	90	245	215	...
1 Taylor.....................	125	130	200	...	...	130	120	225	...	...
2 Taylor, 1 Haggart, 2 Shackleton } Closed.........	...	...	...	...	...	...	...	...	...	...
1 Casgrain..................	350	...	...	...	...	150	...	...	...	.
3 Kendall....................	90	150	180	...	...	75	370	370	...	...
Blind River...................	365	300	325	525	...	750	365	415	300	...
Chelmsford...................	525	250	125	220	255	450	250	175	230	260
Hearst.......................	325	350	175	275	...	425	380	235	275	...

GIVEN TO EACH SUBJECT OF STUDY—(Continued)

Arithmetic					Geography			History			Writing	Drawing
Form I	Form II	Form III	Form IV	Form V	Form III	Form IV	Form V	Form III	Form IV	Form V		
50	40	75	75	...	30	35	...	40	45	...	50	60
180	50	75	150	...	30	105	...	20	30	...	40	35
75	75	100	150	...	40	60	...	40	60	...	120	60
150	250	250	250	...	90	120	...	90	200	...	70	50
250	200	250	300	...	160	120	...	80	110	...	55	45
150	150	150	200	180	60	120	...	60	120	...	80	45
225	75	75	75	...	50	100	...	40	75	...	50	30
100	80	60	...	...	45	...	...	40	...	...	50	35
90	...	50	75	...	45	120	...	30	75	...	20	30
50	50	75	...	...	50	...	...	50	...	...	75	20
40	60	...	60	...	...	150	...	...	300	...	75	30
25	50	50	50	...	25	25	...	25	25	...	50	30
90	175	150	200	...	30	75	...	30	100	...	75	35
150	90	180	200	120	75	150	120	75	150	...	70	80
50	50	50	...	...	40	...	...	40	...	...	25	30
75	75	100	100	...	40	50	...	40	50	...	50	60
105	60	60	...	...	45	...	...	45	...	...	60	30
20	40	55	75	...	30	30	...	30	30	...	20	20
80	...	75	70	...	50	60	...	50	60	...	50	30
150	75	75	75	...	100	100	...	75	100	...	50	30
250	150	90	180	...	90	90	...	90	90	...	55	50
50	75	100	100	...	45	75	...	55	60	...	50	50
100	75	75	100	...	30	75	...	30	75	...	50	30
50	50	55	75	...	50	50	...	45	60	...	35	45
250	60	60	60	...	45	45	...	30	30	...	80	25
75	50	150	75	...	50	50	...	50	50	...	25	30
75	75	100	125	...	75	75	...	50	50	...	30	30
75	25	90	75	...	20	20	...	20	50	...	15	55
125	100	175	175	...	150	150	...	75	75	...	35	40
175	100	100	120	...	120	120	...	120	120	...	60	30
165	150	115	165	225	75	125	...	150	165	160	75	55
300	...	...	...	...	...	...	...	...	...	...	70	...
300	100	100	...	...	60	...	...	80	...	...	75	60
125	200	190	225	...	115	60	...	110	60	...	95	45
75	100	140	150	...	50	75	...	55	90	...	95	50
225	100	100	100	...	70	90	...	65	90	...	85	45
60	60	60	...	...	30	...	...	30	...	...	35	35
150	90	90	...	...	90	...	...	90	...	...	150	120
150	100	100	...	...	45	...	...	45	...	...	30	30
150	200	150	150	...	90	120	...	90	150	...	60	55
60	60	60	...	...	30	...	...	30	...	...	50	40
75	75	75	...	...	75	...	...	75	...	...	20	30
50	60	100	...	...	75	...	...	75	...	...	50	50
60	75	80	...	...	40	...	...	40	...	...	45	25
200	100	100	...	...	75	...	...	75	...	...	75	50
100	200	...	...	...	...	...	...	...	...	...	50	40
150	50	30	...	...	50	...	...	50	...	...	25	50
150	75	75	...	...	45	...	...	30	...	...	30	20
60	60	60	60	...	40	40	...	40	40	...	20	30
150	75	75	...	...	75	...	...	100	...	...	50	50
100	75	75	...	...	50	...	...	50	...	...	60	25
25	50	60	...	...	30	...	...	20	...	...	25	25
75	75	100	100	...	45	45	...	45	45	...	30	35
150	50	75	...	...	75	...	...	50	...	...	25	15
...	...	...	...	...	...	...	...	...	...	...	...	...
150	...	...	...	...	...	...	...	...	...	...	50	35
100	100	100	...	...	120	...	...	120	...	...	50	30
200	150	225	150	...	125	90	...	125	90	...	70	50
200	100	135	125	125	100	80	60	100	80	60	50	50
150	250	150	150	...	50	80	...	50	100	...	65	40

APPENDIX J—TIME (IN MINUTES PER WEEK)

School	English					French				
	Form I	Form II	Form III	Form IV	Form V	Form I	Form II	Form III	Form IV	Form V
Sault Ste. Marie	275	310	380	280	...	425	360	280	300	...
Cobalt	425	400	340	515	...	245	415	430	300	...
Cochrane	300	325	220	220	...	475	375	320	320	...
Haileybury	210	300	330	320	...	200	450	220	300	...
Iroquois Falls	300	200	400	550	...	425	250	300	240	...
New Liskeard	325	250	215	575	...	160	75	10	...	...
Timmins—St. Antoine	425	275	295	355	...	370	300	300	275	...
St. Charles	260	310	250	...	...	315	325	295	...	...
PUBLIC SCHOOLS, DISTRICTS										
2 Blezard	225	250	250	450	...	255	220	210	440	...
1 Broder and Dill	300	90	90	130	...	105	55	80	80	...
2 Dunnet	175	135	210	310	...	70	80	155	180	...
3 Dunnet	125	45	110	130	...	50	75	105	95	...
4 Dunnet	200	90	100	...	...	210	85	95	...	...
5 Dunnet	200	160	200	325	...	220	190	300	300	...
1 Hanmer	100	120	120	150	...	100	105	120	100	...
2 Hanmer	375	140	140	160	...	225	110	110	110	...
4 McKim	150	80	50	90	...	100	65	70	80	...
3 Neelon	150	70	80	155	...	150	...	195	...	...
2 Caldwell	200	130	130	160	...	100	150	150	150	...
3 Caldwell	100	125	175	300	...	75	175	200	200	...
3 East Ferris	200	90	130	225	...	200	175	200	200	...
2 Field	100	80	125	...	...	100	130	130	...	...
2 Kirkpatrick	500	225	...	375	...	100	30	...	...	...
1 McPherson	195	90	115	...	...	250	155	145	...	...
2 McPherson	130	90	...	220	...	35	120	...	150	...
4 Widdifield	230	...	225	...	...	180	...	170	...	...
8 Widdifield	250	175	200	200	...	200	175	200	200	...
1 Williamson and Owens	180	110	125	...	...	125	185	200	...	...
1 Taylor	65	130	160	270	...	105	125	220	190	...

GIVEN TO EACH SUBJECT OF STUDY—(Continued)

Arithmetic					Geography			History			Writing	Drawing
Form I	Form II	Form III	Form IV	Form V	Form III	Form IV	Form V	Form III	Form IV	Form V		
150	150	225	120	...	45	90	...	60	90	...	80	40
225	265	290	150	...	70	115	...	40	115	...	95	40
225	225	125	100	...	70	60	...	70	60	...	100	40
125	100	160	200	...	40	100	...	40	100	...	100	35
150	150	150	200	...	200	175	...	90	200	...	90	65
200	150	300	200	...	50	90	...	50	90	...	80	50
110	150	150	175	...	90	80	...	90	125	...	70	60
100	125	300	...	...	100	...	...	90	...	...	80	60
150	100	100	150	...	120	180	...	120	180	...	65	60
100	50	50	50	...	20	20	...	20	20	...	75	30
75	75	75	75	...	75	75	...	75	75	...	35	30
25	50	60	60	...	40	60	...	15	15	...	15	15
100	45	40	...	...	75	100	...	75	75	...	30	100
60	50	75	75	...	75	75	...	75	60	...	25	30
50	75	75	75	...	30	30	...	45	45	...	25	20
150	50	50	75	...	30	35	...	30	35	...	30	30
50	50	50	125	...	45	60	...	45	60	...	90	30
50	50	50	75	...	30	30	...	30	30	...	50	30
50	50	50	50	...	30	30	...	30	30	...	15	30
50	50	75	100	...	75	100	...	75	100	...	65	50
50	50	50	100	...	50	100	...	50	75	...	75	30
75	50	50	...	...	50	...	...	50	...	...	40	25
100	75	...	100	...	...	50	...	...	50	...	50	50
200	50	65	...	...	40	...	...	40	...	...	50	30
30	40	...	100	...	...	80	...	...	80	...	30	45
100	...	75	...	...	45	...	...	45	...	...	75	30
150	50	75	75	...	45	45	...	30	30	...	50	30
75	75	100	...	...	50	...	...	50	...	...	50	60
60	75	80	80	...	60	80	...	60	80	...	30	60

APPENDIX K—LANGUAGE OF THE SCHOOL

TABLE 1—LANGUAGE OF INSTRUCTION

(N.B.—Figures under each group of schools show the number of schools in which the language of instruction is that indicated in the first column).

Language of Instruction	Form	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.S.C.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S.—Districts
French	I	4	. .	19	105	15	23	. .	48	18
	II	. .	. .	18	99	11	16	. .	22	9
	III	. .	. .	13	93	4	9	. .	4	1
	IV	. .	. .	6	41	4	3	. .	1	. .
	V	. .	. .	2	5	. .	. .	. .	. .	. .
French and English	I	27	7	. .	1	7	2	. .	16	3
	II	5	. .	. .	5	7	4	. .	27	8
	III	3	. .	3	9	9	6	. .	21	8
	IV	1	. .	5	26	1	1	. .	7	2
	V	. .	. .	1	. .	1	. .	. .	. .	. .
English and French	I	2	. .	. .	1	. .	. .	1	1	. .
	II	5	3	. .	. .	2	4	. .	7	1
	III	4	. .	. .	3	4	5	. .	23	7
	IV	1	. .	1	4	. .	5	. .	4	5
	V	. .	. .	2	1	. .	. .	. .	1	. .
English	I	3	6	. .	. .	. .	5	1	2	. .
	II	24	9	. .	. .	2	5	2	6	1
	III	27	13	. .	. .	5	8	2	15	3
	IV	33	13	. .	4	10	12	1	32	9
	V	4	. .	. .	.	. .	1	. .	1	. .

TABLE 2—LANGUAGE OF INSTRUCTION

(N.B.—Figures under each group of schools show the percentage of schools in which the language of instruction is that indicated in the first column).

Language of Instruction	Form	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S.—Districts
French	I	11.1	......	100	98.2	68.2	76.7	....	71.6	86.7
	II	......	......	100	95 2	50	51.9	....	35.5	47.4
	III	......	......	81.3	88.5	18.2	32.1	....	6.4	5.3
	IV	......	......	50	54.7	26.7	14.3	....	2.3	......
	V	......	......	40	83.3	......	.....	....	......	......
French and English	I	75	53.8	......	.9	31.8	6.7	....	23.9	14.3
	II	14.7	......	......	4.8	31.8	14.8	....	43.5	42.1
	III	8.8	......	18.7	8.6	40.9	21.4	....	33.3	42.1
	IV	2.9	......	41.7	34.7	6.7	4.8	....	15.9	12.5
	V	......	......	20	......	100	.....	....	......	......
English and French	I	5.6	......	......	.9	......	.....	50	1.5	......
	II	14.7	25	......	......	9.1	14.8	....	11.3	5.2
	III	11.8	......	......	2.9	18.2	17.9	....	36.5	36.8
	IV	2.9	......	8.3	5.3	......	23.8	....	9.1	31.3
	V	......	......	40	16.7	......	.....	....	50	......
English	I	8.3	46.2	......	......	......	16.6	50	3	......
	II	70.6	75	......	......	9.1	18.5	100	9.7	5.3
	III	79.4	100	......	......	22.7	28.6	100	23.8	15.8
	IV	94.2	100	......	5.3	66.6	57.1	100	72.7	56.2
	V	100	.....	......	......	......	100	....	50	......

APPENDIX K—TABLE 3—LANGUAGE USED BY TEACHER IN GIVING SCHOOL DIRECTIONS

(N.B.—Figures Indicate the Number of Schools)

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S.—Districts	Total
English	19	10	..	1	5	8	2	5	5	55
English and French	5	1	..	3	3	2	..	18	6	38
French and English	12	2	..	36	9	8	..	34	8	109
French	..	..	19	67	5	12	..	10	2	115

TABLE 4—LANGUAGE USED BY THE PUPILS ON THE PLAYGROUND

(N.B.—Figures Indicate the Number of Schools)

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S.—Districts
English	4	2	..	..	..	1	..	2	..
English and French	9	1	..	..	2	2	..	4	1
French and English	11	5	1	2	3	3	1	10	5
French	12	5	18	105	17	24	1	51	15

APPENDIX L—TEXT BOOKS

TABLE 1—TEXT BOOKS

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S. Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S. Glengarry	R.C.S.S.—Districts	P.S.—Districts
	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools
Text Books Used in Teaching French Reading:									
Rochon	30	9	4	24	5	19	1	55	21
Magnan	32	7	13	40	8	21	1	58	21
Series by Brothers of Sacred Heart	4	2	..	..	..	1	..	..	..
Series by Christian Brothers	1	..	14	78	5	10	..	2	..
Bilingual Readers	..	2	..	..	16	2	1	..	..
Series by the Sisters of the Congregation	..	..	..	1	..	2	..	3	..
Brothers of the Christian Instruction	..	..	..	3	..	..	..	2	..
Manuel de Langue Francaise (Maristes Bros.)	..	1	..	..	..	1	..	..	..
Lectures à Haute Voix (Delahaye)	..	..	..	..	..	..	..	1	..
Legan	..	..	..	..	..	..	..	2	..
Text Books Used in Teaching French Grammar:									
Augé	24	4	..	..	2	2	..	2	..
Robert	5	2	..	1	9	3	1	4	..
Series by the Christian Brothers	2	..	18	96	11	22	..	55	20
Series by Brothers of Sacred Heart	1	..	..	..	..	1	..	..	..
Brothers of the Christian Instruction	..	..	..	3	..	1	..	..	..
Larousse	1	..	1	..	..	..	..	..	..
Calvert	..	..	1	..	..	..	..	..	..
Tremblay	..	..	..	3	..	..	..	..	..
Croisad & Dubois	..	..	..	..	..	..	..	1	..

APPENDIX L—TABLE 2—UNAUTHORIZED BOOKS

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S. Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S. Glengarry	R.C.S.S.—Districts	P.S.—Districts
	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools
Books not on authorized list used in teaching English Reading:									
La Classe en Anglais	..	..	6	56	..	3	..	1	..
De La Salle Readers	..	..	2	1	..	..	..	1	..
Bilingual Readers	..	2	..	..	16	2	1	..	..
Christian Brothers	..	..	2	9	..	..	..	..	..
Ginn & Co.	..	..	..	..	..	..	..	1	..
Brothers of the Christian Instruction	..	..	..	2	..	..	..	..	..
English Composition and Grammar:									
Christian Brothers	..	..	2	1	..	..	..	..	..
Nouveau Cours	..	..	..	..	1	..	..	..	..
Arithmetic:									
Christian Brothers	..	..	7	54	3	..	..	2	..
Brothers of the Sacred Heart	..	..	..	1	..	..	..	..	..
Brooks	..	..	1	4	..	..	..	..	..
Kirkland & Scott	..	..	..	3	..	..	..	..	..
Rochon	..	..	..	6	..	..	..	..	..
Robert	..	..	..	2	1	..	..	1	..
Brothers of the Christian Instruction	..	..	..	1	..	..	..	..	..
Geography:									
Christian Brothers	..	..	13	46	6	..	..	2	..
Maristes Brothers	..	..	..	36	..	..	..	1	..
Brothers of the Christian Instruction	..	..	..	1	..	..	..	..	..
Les Clercs de St. Viateur	..	..	..	1	..	..	..	..	..
Quebec	..	..	..	1	..	..	..	..	..

APPENDIX L—TABLE 2—UNAUTHORIZED BOOKS—(Continued)

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S. Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton, Dundas, Glengarry Renfrew, Stormont	P.S. Glengarry	R.C.S.S.—Districts	P.S.—Districts
	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools	No. of Schools
History:									
Christian Brothers	..	..	14	81	2	7	..	1	1
Brothers of the Christian Instruction	..	..	..	1	..	..	..	..	..
Les Clercs de St. Viateur	..	..	1	2	..	..	..	..	..
Viator (Canadian History)	..	..	..	3	..	1	..	1	..
Gagnol (Ancient History)	..	..	..	1	..	..	..	..	..

APPENDIX M—MIXED SCHOOLS

TABLE 1—CLASSIFICATION OF SCHOOLS ACCORDING TO MOTHER TONGUE OF PUPILS

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Presscott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S. Districts	P.S.—Districts	Total
Number of purely French Schools	7	2	19	96	13	18	1	41	13	210
Number of Mixed Schools	31	11	....	12	9	14	1	34	8	120
Percentage of purely French Schools	18.4	15.4	100	88.9	59.1	56.3	50	54.7	61.9	63.6
Percentage of Mixed Schools	81.6	84.6	....	11.1	40.9	43.7	50	45.3	38.1	36.4
Number of Pupils in purely French Schools	298	75	5,374	5,533	582	1,241	24	3,921	450	17,498
Number of Pupils in Mixed Schools	3,754	553	....	1,357	318	2,104	32	4,888	184	13,190
Percentage of Pupils in purely French Schools	7.4	11.9	100	80.3	64.7	37.1	42.9	44.5	71	57
Percentage of Pupils in Mixed Schools	92.6	88.1	....	19.7	35.3	62.9	57.1	55.5	29	43
Number of English-speaking Pupils in the Mixed Schools	887	168	....	86	50	368	4	681	31	2,275
Number of French-speaking Pupils in the Mixed Schools	2,867	385	....	1,271	268	1,736	28	4,207	153	10,915
Percentage of English-speaking Pupils in the Mixed Schools	23.6	30.4	....	6.3	15.7	17.5	12.5	13.9	16.8	17.2
Percentage of French-speaking Pupils in the Mixed Schools	76.4	69.6	....	93.7	84.3	82.5	87.5	86.1	83.2	82.8

TABLE 2—MOTHER TONGUE OF PUPILS

	R.C.S.S.—Essex and Kent	P.S.—Essex and Kent	R.C.S.S.—Ottawa	R.C.S.S.—Prescott and Russell	P.S.—Prescott and Russell	R.C.S.S.—Carleton Dundas Glengarry Renfrew Stormont	P.S.—Glengarry	R.C.S.S.—Districts	P.S. Districts
Number of French-speaking Pupils	3,177	460	5,363	6,804	850	2,977	52	8,127	603
Number of English-speaking Pupils	875	168	11	86	50	368	4	682	31
Total	4,052	628	5,374	6,890	900	3,345	56	8,809	634

APPENDIX N

List of Schools in which French is taught and used as a Language of Communication and Instruction

ENGLISH-FRENCH SCHOOLS

Eastern Ontario—Inspectorate of J. C. Walsh, B.A., and Joseph Lapensée, B.A.

County	Township and School No.	No. of Classrooms	Date of Inspection
Dundas	Winchester 4	1	January 31st, 1927.
Carleton	Osgoode 12	1	January 31st, 1927
	Gloucester 6 (Billings Bridge)	4	December 1st, 1926
	Gloucester 14 (Cyrville)	2	February 4th, 1927
	Gloucester 15 (Orleans)	4	February 14th, 1927
	Gloucester 17	1	March 8th, 1927
	Gloucester 18	1	January 14th, 1927
	Gloucester 20	1	February 11th, 1927
	Gloucester 26	1	March 9th, 1927
	Gloucester 27	1	March 10th, 1927
Stormont	Roxborough 12 (Moose Creek)	2	January 27th, 1927
	Roxborough 16	1	January 27th, 1927
Prescott	Alfred 3	1	November 11th, 1926
	Alfred 6	1	November 11th, 1926
	Alfred 7	1	November 9th, 1926
	Alfred 7 and 8	1	November 9th, 1926
	Alfred 8 (Lefaivre)	2	November 10th, 1926
	Alfred 9	1	November 16th, 1926
	Alfred 10 (Alfred Village)	6	January 24th, 25th, 1927
	Alfred 11	1	
	Alfred 12	1	November 10th, 1926
	Alfred 13	1	November 15th, 1926
	Alfred 14	1	November 11th, 1926
	Alfred 15	1	November 15th, 1926
	Plantagenet North 1	1	November 30th, 1926
	Plantagenet North 2	1	October 7th, 1926
	Plantagenet North 4	1	November 18th, 1926
	Plantagenet North 7	1	December 2nd, 1926
	Plantagenet North 8	2	November 17th, 1926
	Plantagenet North 9	1	September 29th, 1926
	Plantagenet North 12	1	November 29th, 1926
	Plantagenet North 13	1	October 7th, 1926
	Plantagenet North 15	1	November 30th, 1926
	Plantagenet South 4	2	November 5th, 1926
	Plantagenet South 7	2	November 22nd, 1926
	Plantagenet South 8	1	November 17th, 1926
	Plantagenet South 9	1	November 23rd, 1926
	Plantagenet South 11	1	November 23rd, 1926
	Plantagenet South 12	1	November 23rd, 1926 (School closed).
	Plantagenet South 15	1	November 24th, 1926
Russell	Cambridge 1	1	January 12th, 1927
	Cambridge 3	1	December 14th, 1926
	Cambridge 4	1	January 13th, 1927
	Cambridge 6	1	December 15th, 1926
	Cambridge 6 and 7 (St. Albert)	3	January 10th, 1927
	Cambridge 10	1	November 24th, 1926
	Cambridge and Plantagenet S. 11 and 13	2	January 11th, 1927
	Cambridge and Russell 12 and 11 (South Indian)	3	January 26th, 1927
	Cambridge 13	1	January 12th, 1927
	Cambridge 14	1	December 16th, 1926
	Cambridge 15	1	December 16th, 1926
	Cambridge 16	1	January 11th, 1927
	Cambridge 20	1	January 13th, 1927
	Clarence 3	1	October 6th, 1926
	Clarence 4	1	

APPENDIX N——ENGLISH-FRENCH SCHOOLS—Continued

County	Township and School No.	No. of Classrooms	Date of Inspection
Russell, *Cont.*	Clarence 5 (Clarence Creek)	5	December 10th, 1926
	Clarence 6 (Bourget)	6	December 6th, 7th, 1926
	Clarence 8	2	September 30th, 1926
	Clarence 11	1	September 27th, 1926
	Clarence 12	1	September 29th, 1926
	Clarence 13	1	September 30th, 1926
	Clarence 14	1	October 4th, 1926
	Clarence 15	2	October 6th, 1926
	Clarence 16	1	October 1st, 1926
	Clarence 17	2	February 7th, 1927
	Clarence 18	1	February 7th, 1927
	Clarence 19	1	September 30th, 1926
	Clarence 20	1	September 28th, 1926
	Clarence 21	2	November 26th, 1926
	Cumberland 6 and 10	1	March 9th, 1927
	Cumberland 7	1	October 5th, 1926
	Cumberland 11	2	March 8th, 1927
	Cumberland 14	3	February 8th, 1927
	Russell and Winchester 1 and 12	1	January 31st, 1927
	Russell 4	2	February 3rd, 1927
	Russell and Cambridge 5 and 9	1	February 2nd, 1927
	Russell 6 (Embrun)	6	February 24th, 1927
	Russell 7	1	February 1st, 1927
	Russell 8	1	February 1st, 1927
	Russell 13	1	February 3rd, 1927
	Russell 14	1	February 1st, 1927
	Russell 16	1	February 2nd, 1927

Eastern Ontario—Inspectorate of James Scanlan, B.A., and J. S. Gratton

County	Township and School No.	No. of Classrooms	Date of Inspection
Prescott	Caledonia 3, 4, 10	1	November 3rd, 1926
	Caledonia 6, 7	1	November 22nd, 1926
	Caledonia 10	1	November 4th, 1926
	Caledonia 12	1	November 4th, 1926
	Caledonia 13	1	November 4th, 1926
	Hawkesbury East 2	2	October 21st, 1926
	Hawkesbury East 4	1	October 22nd, 1926
	Hawkesbury East 6	1	October 22nd, 1926
	Hawkesbury East 7 (St. Eugene)	6	October 25th, 1926
	Hawkesbury East 10 (Ste. Anne de Prescott)	2	October 27th, 1926
	Hawkesbury East 11	1	October 28th, 1926
	Hawkesbury East 12	1	October 22nd, 1926
	Hawkesbury East 15	1	October 26th, 1926
	Hawkesbury East 16	1	October 21st, 1926
	Hawkesbury East 17	1	October 26th, 1926
	Hawkesbury East 19	1	October 28th, 1926
	Hawkesbury West 3	1	October 29th, 1926
	Longueuil 2	1	
	Longueuil 3	1	October 29th, 1926,
	Longueuil 4	1	November 12th, 1926
	Longueuil 7	1	November 16th, 1926
Renfrew	Stafford 2	1	
	Matawatchan 3 (No French taught)	1	
	Griffith 3 (No French taught)	1	

APPENDIX N—ENGLISH-FRENCH SCHOOLS—Continued

Eastern Ontario

Urban Schools	No. of Classrooms	Date of Inspection
Eastview, Girls' Class	8	January 3rd, 4th, 1927
Boys' Class	6	January 5th, 1927
Casselman	7	December 13th, 1926
Hawkesbury, Bonsecours	8	October 14th, 1926
Sacred Heart	18	October 11th, 12th, 13th, 1926
St. Joseph Academy	8	October 15th, 1926
Ottawa, Brébeuf	14	April 12th to 16th, 1926
Duhamel	16	April 26th to 30th, 1926
Garneau	5	March 1st, 2nd, 1926
Guigues	20	March 11th to 22nd, 1926
Mazenod	3	June 4th, 1926
Sacré Coeur	9	June 9th, 10th, 1926
Ste. Anne	12	April 19th to 23rd, 1926
St. Antoine	4	March 25th, 1926
St. Charles	6	May 25th, 1926
St. Charles (Eastview)	7	May 26th, 27th, 1926
St. Conrad	5	March 23rd, 1926
Ste. Famille	2	March 10th, 1926
St. Francois	4	March 4th, 1926
St. Gerard	5	June 2nd, 4th, 1926
St. Jean Baptiste	12	June 7th, 9th, 1926
St. Pierre	4	March 3rd, 1926
St. Roch	2	March 10th, 1926
St. Rosaire	7	March 5th, 8th, 9th, 1926
Youville	9	May 31st, June 2nd, 1926
Rockland, Sacred Heart	7	September 21st, 22nd, 1926
Ste. Famille	5	September 23rd, 1926
St. Joseph	6	September 22nd, 23rd, 1926
Vankleek Hill	5	February 23rd, 1927

Northern Ontario—Inspectorate of James Scanlan, B.A., and J. S. Gratton.

District	Township and School No.	No. of Classrooms	Date of Inspection
Sudbury	Appleby, Casimir, Dunnet U1	1	May 18th, 1927
	Appleby 1 (P.S.)	1	
	Appleby 2	1	
	Appleby and Jennings U2 (P.S.)	1	
	Balfour 2	1	
	Balfour and Creighton U5 (P.S.)	1	
	Blezard 2	1	
	Blezard and Hanmer U2 (P.S.)	2	May 3rd, 1927
	Broder and Dill U1 (P.S.)	1	May 20th, 1927
	Capreol, and Hanmer U1	3	May 19th, 1927
	Capreol, 1 (P.S.)	1	
	Capreol 2 (P.S.)	1	
	Casimir 1 (P.S.)	1	
	Chapleau 1	5	
	Cosby 1	2	
	Cosby 2	1	
	Dunnet 1 (Warren)	2	May 9th, 1927
	Dunnet 2 (P.S.)	1	May 18th, 1927
	Dunnet 3 (P.S.)	1	May 18th, 1927
	Dunnet 4 (P.S.)	1	May 9th, 1927
	Dunnet 5 (P.S.)	1	May 9th, 1927
	Dunnet 6 (P.S.)	1	
	Fairbanks, Creighton, Dowling U1	1	
	Garson 1 (P.S.)	1	

APPENDIX N—ENGLISH-FRENCH SCHOOLS—Continued

District	Township and School No.	No. of Classrooms	Date of Inspection
Sudbury, *Cont.*	Garson 2 (P.S.)	1	
	Hanmer 1 (P.S.)	1	May 19th, 1927
	Hanmer 2 (P.S.)	2	May 19th, 1927
	Jennings and Casimir U1 (P.S.)	1	
	Martland 1 (P.S.)	1	
	Martland 1	1	
	Martland 2	1	
	Mason 2	1	
	McKim 4 (P.S.)	1	May 20th, 1927
	Merritt 1 (Espanola)	13	May 4th, 5th, 6th, 1927
	Neelon 1 (P.S.)	1	
	Neelon 2 (Coniston)	5	May 2nd, 3rd, 1927
	Neelon 3 (P.S.)	1	May 20th, 1927
	Rayside and Lumsden U2	1	
	Rayside 2 (P.S.)	1	
	Rayside 3	1	
	Rayside 3 (P.S.)	1	
	Rayside 4 (P.S.)	1	
Muskoka	Baxter 1	1	
Nipissing	Armstrong 1	3	
	Badgerow 2 (P.S.)	1	
	Bonfield 1	1	June 1st, 1927
	Bonfield 2A	1	June 1st, 1927
	Bonfield 2B	1	June 1st, 1927
	Bonfield 4	1	June 2nd, 1927
	Bonfield 5	1	June 1st, 1927
	Bucke 4 (North Cobalt)	5	April 7th, 1927
	Caldwell 1 (Verner)	5	March 30th, 31st, 1927
	Caldwell 2	1	March 30th, 1927
	Caldwell 2 (P.S.)	1	March 30th, 1927
	Caldwell 3 (P.S.)	1	April 1st, 1927
	Caldwell 4	1	May 17th, 1927
	Casey 3	1	
	Chisholm 1A	1	
	Chisholm 1B	1	
	Chisholm 2	1	
	Crerar 1	1	
	Crerar and Gibbons 1 (P.S.)	1	
	Ferris 2	1	June 2nd, 1927
	Ferris 3	1	June 2nd, 1927
	Ferris 3 (P.S.)	1	April 13th, 1927
	Ferris 4 (Corbeil)	2	May 30th, 1927
	Ferris 4 (P.S.)	1	
	Field 2 (P.S.)	1	May 16th, 1927
	Gibbons 1	2	
	Gibbons U2 (P.S.)	1	
	Grant 1	1	
	Hugel 2	1	
	Kirkpatrick U1 (P.S.)	1	
	Kirkpatrick 2 (P.S.)	1	April 1st, 1927
	Kirkpatrick 4 (P.S.)	1	
	Kirkpatrick 5 (P.S.)	1	
	McPherson U1 (P.S.)	1	May 17th, 1927
	McPherson and Caldwell 1	1	May 17th, 1927
	Papineau 1	1	May 31st, 1927
	Papineau 2A	1	May 31st, 1927
	Papineau 2B	1	May 31st, 1927
	Springer 1	2	March 29th, 1927
	Springer 2	1	March 29th, 1927
	Springer 4 (P.S.)	1	
	Springer 5	1	March 28th, 1927
	Widdifield 2	1	April 13th, 1927
	Widdifield 4 (P.S.)	1	May 30th, 1927
	Widdifield 8 (P.S.)	1	April 13th, 1927
Cochrane	Taylor 1	1	June 20th, 1927

APPENDIX N—ENGLISH-FRENCH SCHOOLS—Continued

District	Township and School No.	No. of Classrooms	Date of Inspection
URBAN SCHOOLS			
Blind River		7	May 10th, 11th, 1927
Bonfield		3	March 17th, 1927
Cache Bay		3	March 28th, 1927
Chelmsford		5	April 29th, 1927
Cobalt		8	April 11th, 1927
Cochrane		6	April 4th, 1927
Haileybury (2 schools)		5	April 6th, 1927
Massey		2	
Sturgeon Falls		16	March 23rd, 24th, 25th 1927

Western Ontario—Inspectorate of D. M. Eagle, and A. J. Beneteau, B.A.

County	Township and School No.	No. of Classrooms	Date of Inspection
Essex	Anderdon 2, 5, 8 (Loiselleville)	2	November 23rd, 1925
	Anderdon and Colchester 8, 20	3	December 2nd, 1925
	Anderdon 11	1	December 1st, 1925
	Colchester North 3B	1	December 1st, 1925
	Maidstone 1	1	December 9th, 1925
	Rochester 3	2	November 30th, 1925
	Rochester 6	2	February 5th, 1926
	Rochester and Tilbury N. 9, 14	1	February 2nd, 1926
	Sandwich East 3	1	January 15th, 1926
	Sandwich South 2	2	January 13th, 1926
	Sandwich West 4	1	December 18th, 1925
	Tilbury North 2	1	December 15th, 1925
	Tilbury North 6	1	December 3rd, 1925
	Tilbury N. and Rochester, 10 11	1	February 1st, 1926
	Tilbury North 7	1	December 16th, 1925
	Tilbury North 11	1	February 2nd, 1926
	Tilbury North 1 (Stoney Point)	3	January 14th, 1926
Kent	Dover 3	2	February 17th, 1926
	Dover 7	1	February 17th, 1926
	Dover 9	1	February 18th, 1926
	Tilbury East 3	1	December 3rd, 1925
URBAN SCHOOLS			
Belle River		5	November 24th, 1925, February 11, 1926
Ford, Notre Dame		4	January 18th, 1926
St. Joseph		4	January 20th, 21st, 1926
St. Jules		3	December 4th, 1925
St. Rosaire		9	January 19th, 20th, 1926
La Salle, Sacred Heart		3	January 28th, 1926
Riverside, Ste. Cecile		2	January 22nd, 1926
St. Pierre		3	January 26th, 1926
Ste. Therese		2	March 29th, 1926
Sandwich		9	February 15th, 1926
Tecumseh		9	February 9th, 10th, 1926
Tilbury		7	February 3rd, 1926

APPENDIX N—SEPARATE SCHOOLS

Rural

County	Township and School No.	No. of Classrooms	Date of Inspection
Stormont	Finch 5 (Crysler)	4	February 8th, 1927
(Inspector J. B. Finn,	Finch 6	1	February 10th, 1927
B.A.)	Finch 12	1	February 10th, 1927
Carleton	Nepean 1	1	
(Inspector J. E. Jones,	Nepean 16	2	
B.A.)	Osgoode 14	1	
	Gloucester 10	1	
Glengarry	Lochiel 2	1	February 28th, 1927
(Inspector Jones)	Lochiel 4 (Dalkeith)	1	February 28th, 1927
	Lochiel 6	1	
	Lochiel 8	1	March 2nd, 1927
	Lochiel 11	1	March 2nd, 1927
	Lochiel 12B	2	March 1st, 1927
	Lancaster 10 (Glen Nevis)	4	March 1st, 1927
	Charlottenburgh 15 (St. Raphael)	2	March 3rd, 1927
	Kenyon 12	1	March 4th, 1927
	Kenyon 13	1	March 4th, 1927
Prescott and Russell	Cumberland 1	2	February 9th, 1927
(Inspector Jones)	Cumberland 2	1	January 28th, 1927
	Cumberland 15	1	October 5th, 1926
	Clarence 22	1	October 5th, 1926
	Clarence 24	1	September 29th, 1926
	Cambridge 21	1	December 15th, 1926
	Plantagenet North 5	1	December 2nd, 1926
	Plantagenet North 6	1	November 19th, 1926
	Plantagenet South 16	1	November 24th, 1926
	Russell and Cambridge 19 & 22	1	February 2nd, 1927
	Caledonia 1	1	November 2nd, 1926
	Caledonia 7	1	November 25th, 1926
Essex	Maidstone 6	1	January 13th, 1926
(Inspector T. S. Melady, B. A.)	Rochester 17	1	December 9th, 1925
	Sandwich West 8	2	November 25th, 1925
Renfrew (Inspector H. J. Payette, B.A.)	Westmeath 4	2	

District	Township and School No.	No. of Classrooms	Date of Inspection
Rainy River (Inspector	Dilke 6	1	
J. M. Bennett, M.A.)	Morley 5	1	
Thunder Bay	McIntyre 3	1	
(Inspector Bennett)			
Sudbury	Baldwin 2	1	
(Inspector Bennett)	Bigwood 1	1	
	Burwash 1	1	
	Dunnet 2	1	May 18th, 1927
	Foleyet 1	1	
	Delamere 1	1	
	Gallagher 1	1	
	Martland 3	1	
	Shedden	1	
	Noble 1	1	
Algoma	Casgrain 1	1	June 14th, 1927
(Inspector H. J. Payette, B.A.)	Devitt 1	1	
	Eilber 1	2	
	Kendall 3	1	June 14th, 1927
	Idington and McCrae 1	1	
	Idington and Williamson 1	1	
	Lowther 1	1	
	Way 1	1	
Nipissing	Badgerow 1	1	
(Inspector Payette)	Field and Bastedo 1	1	
	Field and Badgerow 1	4	May 16th, 1927

APPENDIX N—SEPARATE SCHOOLS—Continued

Rural—Continued

District	Township and School No.	No. of Classrooms	Date of Inspection
Cochrane	Calvert 1	1	
(Inspector Payette)	Calvert 4 (Ansonville)	5	June 9th, 10th, 1927
	Calder 1	1	
	Cane 1	1	
	Clute 3	1	June 21st, 1927
	Fauquier 1 (Moonbeam)	2	June 16th, 1927
	Fauquier 2	1	June 17th, 1927
	Fauquier 3	1	June 16th, 1927
	Fournier and Lamarche 1	1	June 21st, 1927
	Fox 1	1	
	German 1	1	
	Glackmeyer 3	1	June 22nd, 1927
	Glackmeyer 4	1	June 21st, 1927
	Glackmeyer 5	1	June 21st, 1927
	Glackmeyer 7	1	June 22nd, 1927 (School closed)
	Haggart 1	1	June 16th, 1927 (School closed)
	Hislop 1	1	
	Kendry 1	2	
	Machim, Fauquier and Shackleton 1	1	June 16th, 1927
	Newmarket 1	1	
	O'Brien 1 (Kapuskasing)	7	June 15th, 1927
	O'Brien 2	1	June 17th, 1927
	O'Brien 3	1	June 17th, 1927
	Owens 1	1	June 17th, 1927
	Playfair 1	2	
	Shackleton 1 (Fauquier)	2	June 16th, 1927
Cochrane	Shackleton 2	1	June 16th, 1927 (School closed)
(Inspector Payette)	Stock 2	1	June 20th, 1927
	Taylor 2	1	June 21st, 1927 (School closed)
	Williamson 0	1	June 17th, 1927
Temiskaming	Brethour 1	1	
(Inspector Payette)	Casey 4	1	
	Firstbrook 1	1	
	Harris 2	1	
	Teck 2	2	
	Thornloe	1	
Thunder Bay (Inspector Payette)	Nakina	1	

APPENDIX N—SEPARATE SCHOOLS—Continued

Urban

School			No. of Classrooms	Date of Inspection
Cornwall (Inspector Finn)		Girls' Class	7	January 20th, 21st, 1927
		Boys' Class	8	January 19th, 1927
*Windsor (Inspector Melady)		Holy Name	3	November 26th, 27th, 1925
		Sacred Heart	4	November 26th, 1925
Alexandria (Inspector Jones)			14	January 17th, 18th, 1927
Lancaster	"	St. Joseph	4	March 10th, 1927
North Bay (Inspector Bennett)		St. Mary	2	March 22nd, 1927
	"	St. Joseph	3	March 21st, 1927
	"	St. Vincent	8	March 22nd, 1927
Sudbury	"	Central	12	April 25th, 26th, 1927
	"	St. Mary's	4	April 27th, 1927
	"	St. Thomas	1	April 28th, 1927
	"	St. Albert's	1	April 28th, 1927
	"	Nolin's	2	April 28th, 1927
Sault Ste. Marie	"		8	May 12th, 13th, 1927
Rainy River	"		1	
Kenora	"		2	
Fort Frances	"		3	
Hearst (Inspector Payette)			3	June 14th, 1927
Iroquois Falls	"		4	June 9th, 1927
Mattawa	"	(Ste. Anne)	7	March 16th, 1927
New Liskeard	"		4	April 8th, 1927
**Pembroke	"	Cathedral School	1	March 15th, 1927
	"	St. John's	1	March 14th, 1927
Timmins	"	St. Antoine	11	June 7th, 8th, 1927
	"	St. Charles	10	June 6th, 7th, 1927

*Classrooms in which French is taught.

**French-speaking pupils segregated for instruction in French, one teacher in each school being employed for this work.

APPENDIX N—PUBLIC SCHOOLS—Continued

Rural

County	Township and School No.	No. of Classrooms	Date of Inspection
Essex	Anderdon 2 and 5	1	December 10th, 1925
(Inspector T. Preston,	Anderdon U6	2	December 17th, 1925
B.A.)	Maidstone U1	1	December 14th, 1925
	Maidstone 3	1	February 11th, 1926
	Rochester 6	1	December 14th, 1925
	Sandwich East 5	2	January 12th, 1926
	Sandwich East 6	1	February 1st, 1926
	Sandwich West 2	1	January 11th, 1926
	Sandwich West 6	2	December 11th, 1925
	Sandwich West U8	1	December 10th, 1925
	Sandwich West 9	1	January 11th, 1926
	Tilbury North 3	1	December 15th, 1925
Glengarry (Inspector	Lancaster 14	1	March 3rd, 1927
J. W. Crewson, B.A.)	Charlottenburgh 15	1	March 3rd, 1927
Prescott and Russell	Alfred U1 and 5	1	December 3rd, 1926
(Inspector A. Macvicar, B.A.)	Alfred 4	1	November 15th, 1926
	Caledonia 2	1	November 12th, 1926
	Caledonia 3	1	November 3rd, 1927
	Caledonia 10	1	November 3rd, 1927
	Cambridge 13	1	January 12th, 1927
	Clarence 3	1	October 4th, 1926
	Clarence 5	1	
	Clarence and Cambridge 18	1	November 26th, 1926
	Cumberland and Clarence 16 and 23	1	October 4th, 1926
	Hawkesbury East 15	1	October 26th, 1926
	Hawkesbury East 18	1	October 28th, 1926
	Hawkesbury East 19	1	October 26th, 1926
	Hawkesbury East 20	1	October 26th, 1926
	Longueuil West 4	1	November 12th, 1926
	Plantagenet North 3	2	November 19th, 1926
	Plantagenet North 6 (Plantagenet)	3	December 9th, 1926
	Plantagenet North 8	1	November 18th, 1926
	Plantagenet North 12	1	November 29th, 1926
	Plantagenet N. and Alfred 14 and 16	1	December 3rd, 1926
	Plantagenet South 9	1	November 5th, 1926
	Plantagenet S. and Roxborough 12 and 20	1	November 25th, 1926
Kent	Dover 4	2	February 18th, 1926
(Inspector J. H.	Dover 13	1	
Smith, M.A.)	Dover 14	2	
Simcoe	Tiny 6	1	
(Inspector J. L.	Tiny 10	1	
Garvin, B.A.)	Tiny 17	1	
	Tiny 18	1	
	Tiny 19	2	
	Tiny 22	1	
URBAN			
(Inspector Macvicar)	L'Orignal	5	October 20th, 1926

APPENDIX N—PUBLIC SCHOOLS—Continued

Rural—Continued

District	Township and School No.	No. of Classrooms	Date of Inspection
Cochrane (Inspector L. W. Copp, B.A.).	Taylor 1	1	June 20th, 1927
Cochrane	Dundonald 2	1	
(Inspector L. A. Marlin, M.A.)	Matheson and Evelyn U2	1	
	Williamson and Owens 1	1	June 17th, 1927
	Mountjoy 3	1	
Sudbury	Bigwood 1	1	
(Inspector R. Gillies, (B.A.)	Dowling U1	1	
	Balfour U6	1	
Sudbury	Denison U6	1	
(Inspector D. M. Christie, B.A.)	Graham 5	1	
Nipissing	Hagar U3	1	
(Inspector P. W. Brown, B.A.)	Kirkpatrick 3	1	
	Field U3	1	
	Papineau 3	1	
	Mattawan 1	1	
	Chisholm, 3	1	
	McPherson 2	1	May 17th, 1927

SUMMARY

	No. of Schools	No. of Classrooms
English-French—Eastern Ontario	135	381
" Northern Ontario	99	184
" Western Ontario	33	90
Separate Schools	120	253
Public Schools	63	76
Total	450	984

Date Due

NLR 174			